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THE BUSINESS CURRICULUM. SOUTH WESTERN MONOGRAPHS IN BUSINESS AND ECONOMIC EDUCATION NUMBER 100.

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THE MOST RECENT BUSINESS EDUCATION PROGRAMS FROM ALL SECTIONS OF THE UNITED STATES ARE PRESENTED IN THIS MONOGRAPH, A REVISION OF A 1960 EDITION, DESIGNED FOR USE BY HIGH SCHOOL CLASSROOM TEACHERS, SCHOOL PRINCIPALS, AND CURRICULUM SPECIALISTS IN PREPARING NEW BUSINESS CURRICULUMS OR REVISING OLD ONES. INFORMATION WAS DERIVED FROM (1) CURRENT LITERATURE, (2) THE PUBLISHED CURRICULUM GUIDES OF COMPREHENSIVE HIGH SCHOOLS, VOCATIONAL-TECHNICAL HIGH SCHOOLS, AND AREA VOCATIONAL SCHOOLS, AND (3) A 1965-66 ANALYSIS OF THE BUSINESS CURRICULUM OF 20 SENIOR AND 4-YEAR HIGH SCHOOLS IN SMALL CITIES, 50 HIGH SCHOOLS IN MEDIUM-SIZED CITIES, AND 50 LARGE CITY HIGH SCHOOLS IN 44 STATES AND PUERTO RICO. SECTIONS INCLUDE--(1) GENERAL PURPOSE OF CURRICULUM DEVELOPMENT FOR SECONDARY SCHOOLS, (2) CURRICULUM PLANNING IN BUSINESS EDUCATION, (3) OBJECTIVES OF BUSINESS EDUCATION, (4) BUSINESS EDUCATION IN THE JUNIOR HIGH SCHOOL, (5) BUSINESS SUBJECTS IN SENIOR AND 4-YEAR HIGH SCHOOLS (SMALL, MEDIUM, AND LARGE HIGH SCHOOLS), (6) BUSINESS SUBJECTS TAUGHT IN SENIOR AND 4-YEAR HIGH SCHOOLS, (7) PROGRAMS IN BUSINESS EDUCATION IN ADULT DAY AND EVENING HIGH SCHOOLS, AND (8) EMPLOYMENT OUTLOOK AND CURRICULUM IMPLICATIONS. A BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT IS AVAILABLE FOR 20 CENTS FROM SOUTH-WESTERN PUBLISHING COMPANY, 5101 MADISON ROAD, CINCINNATI, OHIO 45227. (PS)

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THE BUSINESS CURRICULUM

JOHN C. ROMAN

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SOUTH-WESTERN MONOGRAPHS IN BUSINESS AND ECONOMIC EDUCATION

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THE BUSINESS CURRICULUM

Monograph 100

By
JOHN C. ROMAN
Supervisor of Business Education
Cincinnati Public Schools
Cincinnati, Ohio

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

This monograph has developed from a revision of a former edition published in 1960. It has been revised to conform with the latest accepted principles of general curriculum making and to include the most recent programs of study from all sections of the United States. The statistical tables have been compiled from the published curriculum guides in comprehensive high schools, vocational-technical high schools, and area vocational schools.

A major new force in business education — the Vocational Education Act of 1963 — has encouraged and stimulated educators to assess business education programs for today's world of work. Rapid growth of business, an expansion of technical knowledge, and the explosive expansion of the work force, especially in the offices, has created an atmosphere in which business education in the high school curriculum is recognized to provide for general education and vocational preparation of youth.

Most problems arising in the field of high school business education are related in one way or another to the curriculum. In a sense, therefore, the making of a suitable curriculum is a fundamental problem of high school classroom teachers, school principals, and curriculum specialists. It is hoped that this monograph will be of help to those preparing new business curriculums or revising old ones.

J. C. ROMAN

TABLE OF CONTENTS

Page

PART I GENERAL PURPOSE OF CURRICULUM DEVELOPMENT FOR SECONDARY SCHOOLS 1

PART II CURRICULUM PLANNING IN BUSINESS EDUCATION. 4
The Secondary School Curriculum 4
Levels of Responsibility for Business Education 4
Creativity in Curriculum Planning 5
The Future Challenge of the Business Curriculum for Secondary School Education 6

PART III OBJECTIVES OF BUSINESS EDUCATION 8
Vocational Competency 8
Business-Economic Understanding 9
Consumer Understandings — Skills and Attitudes 10
Human Relations Knowledges — Skills and Attitudes 11
Fundamental Processes of Communication and Computation 11
Building of a Foundation for Advanced Study 12
Personal-Use Competencies 12

PART IV BUSINESS EDUCATION IN THE JUNIOR HIGH SCHOOL 14
Objectives of Business Education in the Junior High School 15
General Business 15
Business Mathematics 16
Junior High Typewriting 17

PART V BUSINESS SUBJECTS IN SENIOR AND FOUR-YEAR HIGH SCHOOLS 19
Small High Schools 19
Medium-Size Comprehensive High Schools in Cities and Suburban Areas 26
Large City High Schools 28

PART VI BUSINESS SUBJECTS TAUGHT IN SENIOR AND FOUR-YEAR HIGH SCHOOLS 39
Basic Business Courses 39
General Business 39
Business Mathematics 39
Consumer Economics 39
Economic Geography 40
Business Law 40
Business Principles 40
Economics 41
Technical Business Education Skill Subjects 42
Typewriting (First Year) 42
Typewriting (Second Year) 42
Office Practice 43
Office Machines 43
Transcription 43
Shorthand and Secretarial Practice 44
Business English 44
Personal Typewriting 45

Page

Notetaking 45
Recording Subjects 46
Record Keeping 46
Bookkeeping 46
Accounting Principles 47
Data Processing 47
Distributive Subjects 48
Salesmanship 49
Cooperative Business Education 52
Other Business Education Subjects 54

PART VII PROGRAMS IN BUSINESS EDUCATION IN ADULT DAY AND EVENING HIGH SCHOOLS 56

PART VIII EMPLOYMENT OUTLOOK — CURRICULUM IMPLICATIONS 58

PART IX BIBLIOGRAPHY 60

PART I

GENERAL PURPOSE OF CURRICULUM DEVELOPMENT FOR SECONDARY SCHOOLS

Curriculum planning and development are complex activities involving large numbers of professional people from kindergarten to graduate school. There is no established pattern to follow and no authority to say how and when they shall be done. In a nation committed to the principle of state and local control of education, however, the task of formulating curriculums is essentially the responsibility of policy makers at state levels and by the boards of education in their respective districts.

Ultimately, it is believed that the most effective curriculum work is done at the local level. In order to reach the real curriculum objective — the pupil in the classroom — local educators give the process both theoretical and practical aspects. Local educators set up objectives for giving direction to curriculum study. Establishing guidelines for determining these objectives and implementing the curriculum action to follow are local procedures.

There are many approaches to curriculum improvement. Hundreds of notable statements have been made about what individuals or groups of individuals have professed to believe were the objectives of education. It would be presumptuous to endorse a specific approach to curriculum development to the exclusion of others that are equally good. Several excellent programs of curriculum development have been reviewed and these characteristics have usually prevailed in the pattern of present-day curriculum planning: (1) democratic involvement of the skilled practitioner in the classroom, (2) careful research and experimentation of the curriculum specialist, (3) experienced and tempered judgment of the school administrator, (4) scientific thinking of the college theorist.[1] It seems that local and state control of education makes curriculum development essentially the responsibility of policy makers at the state and local levels. There is quite a bit of activity on the part of professional organizations at the national level to formulate a national curriculum that would expose pupils to a common set of values and a common fund of knowledge.

Some of the important purposes of curriculum development in secondary school education are:

1. *To provide the means for periodic evaluation and subsequent modification as may be necessary to keep the school program abreast with changing pupil and societal needs.* Among the many demands the future will make on secondary school education, flexibility is perhaps the greatest. Educational administrators, business education teachers, and the students themselves must adapt to the rapidly changing conditions of the social-industrial-business-education scene with a minimum of hesitation.
2. *To provide a sound educational philosophy for the school that will permeate all teaching activities.* There must be a purpose to an activity so predominate in our country as is educational activity. If not, considerable energy and sums of money are being wasted. It is not enough that a "general" idea of philosophy and objectives of education be ascertained. Rather, it is mandatory that a very definite idea and understanding of the philosophy and objectives exist in the minds of all who are involved in educational activity.

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[1] Harl L. Douglass, *The High School Curriculum* (New York: The Ronald Press Company, 1964), pp. 11–21.

3. *To increase the awareness of citizens of the purposes, programs, and problems of the schools.* It would be indeed accidental if an effective, ideal program of business education existed if little or no attention or consideration had been given to the nature of the student population and the school community. For a school to offer an effective program in business education, it is necessary to understand the nature of the student population and school community.
4. *To foster the professional growth of education personnel.* The quality of any educational program is directly related to the quality of instruction. In business education, the first measure of quality is the level of competence of its classroom teachers. The objectives, occupational structure, and operational patterns of business education also call for competency in a host of specialized abilities and understandings.

The major purpose of curriculum study and development programs is to improve the quality of the services of schools in order to make them more proficient in fortifying students with broad knowledges and varied skills. Newer innovations in educational practices seek to aid the pupil in assuming increased responsibility for *his own learning.* Provisions for independent study, problem solving, and research within the framework of the regular school curriculum are notable examples.

There is a continuing search for methods and procedures contributing to maximum growth on the part of each individual pupil. Curriculum planners are using the following innovations and ideas which represent a culmination and combination of several factors in curriculum development:

1. *Controlled Experimentation* — Valuable answers will come from careful experimentation. Functional, effective curriculums will result from extensive testing of theoretical patterns in the educational laboratories. Even "the basic disciplines can be taught in different ways and at different levels to students who differ widely in both academic aptitude and cultural background."[2] New ways are being developed for accomplishing these tasks in business education programs for the gifted pupil and disadvantaged pupil.
2. *Action Research* — This research tool holds significant promise for curriculum development. Vital curriculum changes are likely to result from the involvement in research of curriculum workers responsible for making changes. "Effective vocational education programs cannot be developed without close communication between the persons planning the programs, and the agencies, businesses, and industries which will employ the workers."[3]
3. *Team Teaching* — The pooling of knowledge and talent by a group of teachers provides improved instruction in the classroom. Teachers of economics, business education, and distributive education are working together in presenting consumer economics studies to high school pupils. General business teachers are working together. Large group instruction in typewriting has been conducted in Tulsa Public Schools.
4. *Flexibility in Time Allotments* — Flexibility of curriculum patterns is in evidence when the time alloted to classes expands and contracts according to knowledge requirements and learning capacities. Greatly increased opportunities for independent study and research are provided for capable pupils in data processing laboratories, physical science seminars, and modern language study. Small group instruction may be adjusted to requirements of learning for less able pupils.
5. *New Subject Matter Materials* — The functional aspects of subject matter in the lives of pupils are being given due consideration. A functional emphasis in business education and modern languages is the audio-lingual approach to

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[2] Paul Woodring, "Vocational Education: In High School," *Saturday Review* (August, 1964), p. 48.

[3] M. Lee Hurt, "Educating for the World of Work — A Team Approach," *Educational Leadership* (January, 1965) p. 221.

modern teaching. The procedure calls for increased experiences in listening to oral expression.

A most pressing curriculum demand in the field of business education is the determination of what constitutes adequate preparation for types of positions available in business as a result of rapid technological shifts. There is some evidence that more and more people will need higher level skills than were formerly required for business positions. The exact nature of these skills is being studied at present by teams of educators working under grants from the U. S. Office of Education and under research grants from the various state departments of vocational education.[4]

A new thrust for business education curriculums in the high school is prevocational business education for the lower one-third in general scholastic ability. An emerging function of the high school business curriculum is to provide for these students prevocational training for broad business occupational areas, such as general clerical and general sales and service. Current existing business courses do not adequately provide this prevocational business training. Hence, new courses need to be developed that are based upon the findings and results of extensive investigation and experimentation.[5]

The changing social order poses many problems for secondary school curriculum planners. There is a complexity of factors shaping societal needs. Great challenges are posed on both the international and the domestic scene. The curriculum of the comprehensive secondary school appears to offer satisfactory solutions to the many curriculum problems in a world of automation. It places an obligation on the school for providing an adequate education for all pupils in order to fortify them with ability to meet the changing needs of society.

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[4] Fred Cook, OREOS Project, Preliminary Report to AVA Convention in Miami, Florida, December 5, 1965.

[5] Elvin S. Eyster, Speech before N-CBEA, Cincinnati, December 26, 1963.

PART II

CURRICULUM PLANNING IN BUSINESS EDUCATION

THE SECONDARY SCHOOL CURRICULUM

A survey of the definitions of the *Secondary School Curriculum* will usually show a wide range of activities for actual learning situations in the classroom, written publications, audio-visual devices, and certain auxiliary activities. Within the total curriculum structure may be found various programs of studies often with each program subdivided in a variety of ways. Among the better known programs of studies are the college preparatory, special college preparatory, technical-vocational, general, and fine arts.

The *Business Education Curriculum* in the secondary schools is a special area of instruction that deals directly with business skills and techniques, business knowledges and facts, business understandings, economic understandings, business attitudes, and business appreciations necessary to understand and adjust to that economic and social institution called business.

Business education is simply one phase of the total educational program. Since the passage of the Vocational Education Act of 1963, almost all of the fifty states have included business education under technical-vocational curriculums for federal reimbursement. However, many secondary schools do not qualify for reimbursement under state plans and still continue to list business education as a special curriculum.

Swanson sees business education as serving both individual and group interests:

> "Like other phases or parts of the total program, business education serves both individual and group interests. In the individual sense, business education makes possible and activates successful individual participation in the business society in which a person finds himself. Individual efficiency is increased from the standpoint of buying and consuming business goods and services, as well as in other aspects of personal financial management. Occupationally speaking, business education serves also in identifying and developing aptitudes and abilities for job participation in a great variety of business institutions and offices.
>
> Group competency is provided by teaching skills and knowledges to workers and students. It helps also in providing a higher level of business and economic understanding, which in turn, means increased efficiency in buying, better consumption patterns through better decisions and choices, and greater appreciation of business institutions, goods, and services."[6]

LEVELS OF RESPONSIBILITY FOR BUSINESS EDUCATION

Curriculum development in business education involves time and effort on the part of many people. Legally, education is a state function, and it could be assumed that curriculums might be established by state authority. This is true to a limited degree, and practices differ greatly among the states.

At the national level, business education has had a specialist in the U. S. Office of Education since 1959 to provide service for both vocational and general business education. Since the passage of the Vocational Education Act of 1963, the work of this service has been largely concerned with vocational business education curriculums.[7]

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[6] Edwin Swanson, "Business Subjects," *High School Curriculum* (New York: The Ronald Press Company, 1964), p. 458.

[7] Vernon Musselman, "Administration and Supervision of Vocational Business Education," *NBEA Quarterly*, Vol. 33, No. 4, (Summer, 1965), pp. 5–12.

The administration and supervision of vocational business education at the state level includes a state supervisor for business and distributive education. This person is directly responsible to a chief administrative officer in the division of vocational education called the state director of vocational education. The division of vocational education is a bureau under the state department of education. In the development of state plans for business education, the state supervisor usually brings together small groups of teachers, principals, local supervisors, and businessmen who can serve as a sounding board and an advisory council. One of the functions of this group is to design and develop curriculums to prepare students for various occupational objectives.

At the local level, the curriculum development task is the responsibility of a local supervisor of business education. The local supervisor reports directly to the director of secondary education and the associate superintendent in charge of instruction. He is confronted with problems of curriculum development together with business education teachers, principals, guidance counselors, and advisory committees of businessmen. Program evaluation, experimental programming, and continual evaluation are the responsibility of the local supervisor.

In small high schools, the business education department chairman assumes the responsibility for curriculum development together with business education teachers, the principal, the guidance counselor, and local employers of business graduates. Ultimately, the most effective curriculum work is done at the local level. State and national curriculum study may provide the superstructure, but in order to reach the real curriculum objective — the pupil in the classroom — local educators must reshape, adjust, and often originate ideas and concepts that ensure the process a reasonable chance of success.

Since this monograph is devoted primarily to a consideration of the curriculum, it is important to remember that responsibility for curriculum redevelopment must rest in the hands of professionals, such as classroom teachers, school principals, and supervision and curriculum specialists. We have often permitted national curriculum groups and national testing programs to impose curriculum components piece by piece, without facing explicitly the fundamental and eternal question of education for *what* purpose.

CREATIVITY IN CURRICULUM PLANNING

Business education, as a school responsibility, is relatively new when compared to other programs of study in the secondary school curriculum. Only since 1890 has there been any noticeable recognition of the importance of such courses in the high school curriculum. At that time in history, the aim of the high school business education program was to prepare pupils to earn their living as office workers, particularly as bookkeepers and stenographers. The common clerical courses of bookkeeping, typewriting, and shorthand do not suffice as a description of business education as it actually operates at the high school level today.

In compiling the summary of the survey of business curriculums in the United States in 1966, it was found that we have many creative leaders who are well informed and who are pointing the way to new programs in business education. These people are helping us to interpret social and economic changes. They tell of new devices to aid the learning process. They recommend ways of providing for students with varying levels of ability to carry their economic loads in the new world of automation. The need for economic education as the basis for good family financial management is also recognized. A wider everyday business use of computer aided management-science methods and programs aimed at training disadvantaged, unskilled, and/or unemployed people to work productively in data processing or automation is reported in leading business journals.[8]

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[8] Alan Drattel, "Preparing the Unskilled for Data Processing," *Business Automation* (Elmhurst, Illinois, January, 1966), pp. 39–40.

THE FUTURE CHALLENGE OF THE BUSINESS CURRICULUM FOR SECONDARY SCHOOL EDUCATION

The typical office worker of today is employed because he has the ability to perform certain skills, because he has mastered certain techniques, because he knows the general patterns of certain procedures, and because he can fit into certain routines that in general characterize his work.

Innovation and frontier thinking in education will have their effects on the business education curriculum for secondary schools of the future. Some of this thinking is reflected in Swanson's statement:

> "The modern high school must provide this skill instruction if it is to profess to train clerical office workers. Some of it is technical and specific training, some of it may be said to be basic training, and some of it is general education plain and simple. But it must be provided. How this skill training is organized into related units and into subject areas, along with the other correlated types of instruction, is another part of the larger problem of curriculum development, of course; but the point emphasized here is that the skills and techniques must be identified and recognized as necessary aspects of the instructional content."[9]

Business educators, aware of today's composite businessman, encourage pupils to take advantage of the opportunity to study the humanities in the required courses and to acquire a marketable skill for employability in a selected business activity.[10] Business education teachers and curriculum specialists have a date with destiny around 1970 when many lines of present-day development in information processing will converge. An editorial report in *Administrative Management*[11] states that new data processing systems, in their ability to provide management information in ways only barely possible now, will usher in an age of changes in the office unlike any yet experienced. Among the many changes in offices of the future that have curriculum implications for the secondary school of today are:

1. By 1970, it will not be unusual for persons to "converse" with computers. From input/output terminals at desk-side — managers, even secretaries, will be able to query the system directly without the attendance of programmers.
2. Optical scanners will be in general use, speeding input and lowering its cost, and affecting the paperwork of every office.
3. Many firms, not excluding small ones, will be plugged into centralized electronic data processing facilities.

Whether all these things happen literally in 1970, or a few years one way or the other, is really not important. A business environment destined to change things physically in the office, and intellectually in the way businessmen approach their work, is on the way. What are the implications for the secondary school business education teacher? Possibly that he'll need some training in the logic of problem solving and the techniques of man-machine interaction. Certainly he must learn to see the change and relate it effectively to his pupils in the business education classes. These are the real challenges. A business teacher could set up a plan of personal growth which could sustain his life's career. It could begin with questions about himself and his school such as these, adapted from 1962 proceedings of a conference sponsored by the Harvard School of Business:

1. Is our school structured to receive, appraise, and implement new ideas?
2. Do we have a group or person responsible for continuous reappraisal of our future curriculum?

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[9] Swanson, *op. cit.*, p. 460.

[10] Administrative Management Society's Brochure, Indianapolis Chapter, AMS, Indianapolis, Indiana, 1966.

[11] Administrative Management "1970 — Ready or Not It's Coming," *AMS Magazine*. (January 1966), p. 61.

3. Do we truly encourage innovation, recognizing that some failures will be encountered?
4. Are we truly receptive to new ideas which are presented to us?

This type of preliminary thinking, designed to provide what might be called an overview to the business curriculum of the secondary school, leads us to a discussion of the objectives of business education and their pertinence to the world of tomorrow.

PART III

OBJECTIVES OF BUSINESS EDUCATION

It is the function of the curriculum of the secondary schools to provide the means for students to have experiences that will influence their physical, social, and emotional growth in desirable ways and toward desirable ends. The business education curriculum has two broad sets of aims or objectives:

1. basic business education
2. technical or specific vocational competency.

The terms *basic business education* and *general business education* are used interchangeably in the professional literature in business education. They are used synonymously to designate business education's responsibility for that area of business and economic education which contributes to the general education of all learners. The terms also refer to the background business and economic understandings needed by those who pursue the study of business for vocational purposes.

The terms *technical* and *vocational business education* refer to the vocational objective. This obligation is effectively discharged to the extent that vocational opportunities are provided for those areas of business employment for which there is a definite need and for those students who are able to profit from the instruction.

VOCATIONAL COMPETENCY

The original aim of the business curriculum was to prepare pupils to hold jobs in business offices. At first these jobs around which high school business centered — bookkeeper and stenographer — were the same as those for which the private business school had long prepared. As time passed and the business and economic life of this country expanded, additional vocational opportunities appeared. Many secondary business curriculums began to prepare their students for four types of business work: bookkeeping, clerical, stenographic, and selling. During the sixties, vocational business is in an evolutionary state. The need for vocational business education is increasing but changing in nature: Needs are becoming evident for new developments in education for high level technical business positions; and new needs are evolving for education suitable for workers in general clerical and general sales and service occupations.[12] Some aspects of vocational business education are moving to post-high school education, and the high school must assume a new role in providing prevocational business education for students who will become employed in business jobs of routine clerical and service nature for which task-level training is given on the job after employment.

A vocational objective is usually found among the general objectives of education listed in the program of studies for senior high schools. In the Minneapolis Senior High Schools Educational Program for 1966–67, "every student, to the limit of his capacity, is given the opportunity to *acquire saleable skills in the fields of his choice.*" This refers to the vocational skills students need to enter office occupations, distributive occupations, clerical-data processing occupations, and management positions.

In emphasizing the vocational objective, Bell says,

> "The vocational objective has received the lion's share of allegiance throughout the years. No adequate measure has yet been secured to determine the relative merits of the various courses within our vocational offerings, but we do know that many students have been so prepared for initial business

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[12] Elvin Eyster, *AVA Journal* (December, 1965).

positions. . . . Currently there appears to be no reason for changing our present statements of objectives, but there is a real need for evaluation of their interpretation and application. Its contribution to general education shall be the first obligation of business education."[13]

We take justifiable pride in the growth of business education and in the number of business subjects offered in the schools, but we must not overlook the fact that much of the growth of business education is due to our recognizing aims other than narrow vocational efficiency.[14]

BUSINESS-ECONOMIC UNDERSTANDING

While it is not possible to specify all the goals of general education, most of the statements relating to its purpose express the belief that education will somehow make the individual and the society "better" — that it will among other things, promote the general welfare and preserve democratic ideals. Among others, some of the general objectives to be attained by providing public education probably are: (1) to provide training that will result in developing individuals who are "well adjusted" in the sense that they are capable of coping with the world around them, and (2) to provide the understanding which will aid in maintaining the "American way of life."[15]

If a course in general business, business principles, advanced basic business, or economics at the high school level will help to achieve these objectives, a strong claim can be made for its importance and consequent adoption as part of the curriculum. The Policies Commission for Business and Economic Education also expresses a need for a course or courses in business-economic understanding that must be more than the theory of economics. "Theory alone is not enough. Practical case studies built around suggested problems, developed in cooperation with management, labor, and government, should be coordinated with other teaching materials."[16]

Concern for the economic literacy of every citizen of the United States is evidenced by the growing number of studies in this area. The importance of economic education is indicated by the report of the National Task Force on Economic Education: This report contains a recommendation among others that "all business education curricula include a required course in economics."[17]

Business is an exchange of values between people, and as such it is both economic and social in nature. Business education, it may reasonably be assumed, is in a position to make a significant contribution in long-range development of community and group interests, simply because business itself is such an important and essential part of the way we live. Educators for many years failed to recognize the true nature of business, and as a result, business education programs have often overemphasized skill development.

It is generally accepted today that all students need to have an understanding and an appreciation of the role that business plays in our daily lives. While business-economic understanding can be accomplished by various means, a truly effective program of vocational business education cannot ignore the rich opportunities within vocational courses themselves to enhance the economic competency of the students. The combining of understandings and vocational skills in the development of vocational competency results in an awareness of economic concepts and in an ability to judge economic values.[18] It might appear rather presumptuous to claim, however, that business education has the sole responsibility for economic education in the secondary school; some responsibility undoubtedly lies with such areas as social studies, home economics, and industrial education.

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[13] Robert P. Bell, "The Place of Business Education in the Secondary Schools," *Business Education Forum* (Washington, D. C., January, 1960), pp. 3–7.

[14] C. A. Nolan and Carlos K. Hayden, *Principles and Problems of Business Education* (2d. ed.; Cincinnati: South-Western Publishing Company, 1963).

[15] J. F. Barron and Marilyn L. Hoff, "Some Concepts Essential to a Basic Understanding of Economics," Monograph 110 (Cincinnati: South-Western Publishing Company, February, 1964).

[16] National Business Education Association and Delta Pi Epsilon, *This We Believe About Business Education in the High School* (Washington, D. C., Undated and Unpaged).

[17] Committee for Economic Development, "Economic Education in the Schools," Report of the National Task Force on Economic Education (New York: *The Committee*, 1961), pp. 7–9.

CONSUMER UNDERSTANDINGS — SKILLS AND ATTITUDES

The primary objective of courses in consumer economics at the secondary level has been to teach all students not only more efficient methods of buying goods and services, but also more efficient use of the goods and services provided by business enterprises. Students at this age are a significant part of the consumer market and will become more so in the years ahead. They are participating members of the economy with sizeable discretionary purchasing power. They should understand the importance of the consumer vote and its effect on directing the economy.

Since a large percentage of young people obtain little or no formal schooling beyond high school, it seems evident that another expected outcome of education for business on the high school level is the development of skills in the management of personal business affairs. The student is also taught to recognize the relationship and the differences between what an individual may do and what the group does.

Consumer economic outlines cover the nature of wants, consumer sovereignty through the production process, and the stimulation of demand. Covered also should be the income-expenditure data which relates to the national income accounts and moves into the total process of analysis as defined by the National Task Force on Economic Education.[19] The function of credit and its relation with savings and investment can be explored. The shared-risk concept is applicable to individual security and to business operation. The Policies Commission for Business and Economic Education also expresses a need for consumer economic education in the secondary schools. One of the objectives specified by this commission is to provide experiences through the curriculum to help every student become an intelligent consumer of goods and services.[20]

Most economic education programs have developed a set of objectives basic to the understanding of the economy and how it operates. Understanding the individual in his role as a producer, consumer, and investor is part of the economic literacy. Here is the real contribution of general, or basic, business education.

Basic business education, of course, is not the function of any single course. It finds a small place in the elementary social science classes. Senesh,[21] in his experiments with courses for children in the primary grades, has started with the basic economic problem of unlimited wants and limited resources. Specialization in its various forms is used to create markets. The use of goods and services and the factors of production can be clearly seen in the determination of income and employment. Aggregate family demand is possible here, and it follows that family decisions are thus related to the social goals of society.

Frankel emphasizes the acceptance of the fact that economic life involves a rational living together as humans; that people adjust to changing roles as they live as citizens and as members of different groups. In a single day, a person may be a consumer, producer, and distributor. He may be an employee or employer operating in the private or public sector.[22] The objectives of courses in general business, consumer economics, merchandising, retailing, and salesmanship include objectives to consider the alternatives that may go with the consumer's changing role.

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[18] "Educating Youth for Economic Competence," *American Business Education Yearbook*, 1958, Vol. 14.

[19] M. L. Frankel, *Economic Education* (New York: The Center for Applied Research in Education, Inc., 1965), pp. 85–86.

[20] Statements by the Policies Commission for Business and Economic Education, *Business Education Forum*, Vol. 20, No. 3 (December, 1965).

[21] Lawrence Senesh, *The World of Work, Working and Earning* (Lafayette, Indiana: Purdue Research Foundation, 1965).

[22] Frankel, *op. cit.*, p. 24.

HUMAN RELATIONS KNOWLEDGES — SKILLS AND ATTITUDES

The interrelationship of curricular experiences and group guidance experiences in the classroom is of paramount importance in developing the personalities of the pupils for the business environment. Students need assistance in adjusting to all phases of their environment. It is necessary to include learning experiences for individual students rather than attempt to fit all students with a course of study.

A number of studies have shown that office employees are discharged more frequently because they cannot get along with the other employees in the office than because they do not have satisfactory technical skills and knowledges. The need for effective human relations skills cannot be limited to job situations. All workers in every field of work have need of such knowledges and skills. Since the secondary school is the highest level of formal education obtained by many persons, effective human relations skills certainly should result from a study of education for business on the high school level.

Cooperative office education is based on the conviction that theory should be backed up immediately by practical on-the-job experience while students are still in high school. A cooperative office education pupil learns to adjust to his business environment and to avoid unsatisfactory social situations and human relationships.

Work experience in a model office of an office practice classroom stimulates both individual initiative and cooperative group work. Pupils need to achieve and to have their success or improvement noted by their peers. Many pupils need assistance in adjusting to all phases of their environment. Although a pupil inherits a personality, he may modify his personality through learning to live with himself and to cooperate effectively with other people.

FUNDAMENTAL PROCESSES OF COMMUNICATION AND COMPUTATION

An important objective of education for business in the secondary school is the refinement of the fundamental skills of communication and computation. These are general needs common to very large numbers of people in different vocations; however, the business occupations utilize these general skills in a specialized way. For example in the secretarial occupations, there is a common need for skills in listening, thinking, and writing. Likewise in data processing and accounting there is a common need for understanding of quantitative concepts and processes and for skill in arithmetical and algebraic computation.

In oral communication, the clerical and sales worker must give attention to choice of words, attention to tone, and techniques of grammar in sentence structure. The review of fundamental processes must provide opportunity for a review of grammar through the use of realistic business communications taken from the world of work. An enriched vocabulary and improved word usage are certain to increase the pupil's proficiency in written and oral communication.

Business arithmetic extends the computation skills in the use of these learnings in such subjects as bookkeeping, record keeping, accounting, merchandising, salesmanship, and office machines. Computation skills and communication skills are usually included in office employment tests and civil service examinations.

Recent trends indicate a special concern for business educators in challenging the basic or below-average pupils who do not possess the potential to complete academic courses. To serve these youth, a basic curriculum, consisting of learning experiences and activities in social studies and language arts supplemented by activities in the practical arts subjects, has been developed in some high schools. In business education, a basic level course called *Clerical Services* has been developed in the Cincinnati Public Schools to provide the fundamental processes of communication and computation as related to the business world. Results to date appear to indicate that an increasing number of youth of very limited capacity for learning are being retained in high school with their classmates.[23]

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[23] *Clerical Services I*, Tentative Curriculum Bulletin, Cincinnati Public Schools, September, 1965.

BUILDING OF A FOUNDATION FOR ADVANCED STUDY

Today almost every high school curriculum is undergoing research and change. Since the science and mathematics programs opened the field of change, it has been found that a need existed for constructing a foundation for advanced study in the secondary school business curriculum.

The last few years have given a new specialization to secondary level business courses in many cities. Advanced standing credit for accounting, marketing, and secretarial courses is given in some colleges for high school business courses taken prior to admittance to college. Many educators, administrators, and what is more important, students are realizing the advantages of business courses within their college preparatory programs. The National Business Education Yearbook for 1963 states:

> "Thus, it seems logical to expect that one important phase of education for business on the secondary school level should be the building of a foundation for advanced study in the areas of bookkeeping and accounting, marketing and distribution, business and industrial management, business and corporation finance or economics."[24]

The college preparatory business curriculum could in the future have value as an advanced placement course. This would mean that college credit would be given for work performed in high school. For this to be possible throughout the U. S., a test would have to be devised by the National Advanced Placement Board to be administered in the same way as present advanced placement examinations in subjects such as mathematics, language arts, science, and social studies. Upon passing these examinations the student would receive credit for this course and not be required to take the course in his first year in college.

At the present time a similar program is operating in Cincinnati, Ohio. Xavier University of Cincinnati, through an affiliation with three parochial high schools — Moeller, LaSalle, and Elder high schools — will accept high school graduates directly into the second-year accounting course upon completion of certain requirements designated by Xavier University.[25]

As Wanous reports in his evaluation of curriculum practices and trends in business education:

> "Our schools must provide business programs that are in harmony with the needs, interests, and abilities of *all the learners* who attend them.... Combination programs should be worked out and offered to able students who wish to meet college entrance requirements and at the same time acquire marketable competencies in business."[26]

PERSONAL-USE COMPETENCIES

Several of the business education subjects offered in the secondary schools are elected for their personal-use values. This is especially true of typewriting, general business, record keeping, notetaking, business law, and consumer economics.

Adjustments have been made in traditional vocational courses in these subject areas in terms of course length, course placement, and subject matter content to meet the special needs of pupils taking them primarily for their personal-use values. Personal typewriting is offered widely on an alternate-day basis for two semesters or every day for a full semester. Typewriting is especially popular with nonbusiness majors who need this skill for preparing term papers in language arts, social studies, and other academic areas.

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[24] Crank and Crank, "New Perspectives in Education for Business," *NBEA Yearbook* (Washington, D. C., 1963), p. 30.

[25] Thomas McMahon, "The Developing of a Business Curriculum for the High School College Preparatory Study," June 5, 1965, presented as partial requirement for a Master's Degree at Xavier University.

[26] S. J. Wanous, "An Evaluation of Curriculum Practices and Trends in Business Education," *NBEA Yearbook* (Washington, D. C., 1964), p. 22.

The Administrative Management Society's high school brochure from the Indianapolis Chapter states that in addition to aiding students plan for a business career, business education provides:

> "... a rich opportunity for many students to learn about business practices and practical economics. Every individual needs to know how business operates and how to deal with problems of keeping records for personal use."[27]

We must develop new programs in business education to help speed the adjustments of poorly educated, largely unskilled migrants who find their way into large metropolitan centers. In addition to vocational skills, these people are in need of personal economic education related to credit, budgeting, and buying and selling practices.

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[27] Administrative Management Society Brochure, *Business — Its Place In Education* (Indianapolis, Indiana: Instruction Center, 1644 Roosevelt Avenue, 1965).

PART IV

BUSINESS EDUCATION IN THE JUNIOR HIGH SCHOOL

The general aims and objectives of business education discussed in Part III apply to business education as a whole. The improvement of any curriculum in secondary education should be identified with a six-year span from grade seven through grade twelve.

Before attempting to decide upon the special aims of business education at the junior high level, it may be well to examine the reasons for the existence of the junior high school. Traditionally, the American high school includes grades nine through twelve. The first junior high schools were established at Berkeley, California, and Columbus, Ohio, in 1910. The junior high school movement began as early as 1888, when President Charles Eliot of Harvard University recommended a reorganization of our public school system to the National Education Association. From 1910, the junior high school movement grew steadily, especially in the larger communities. In the smaller communities, however, the traditional eight-year elementary school and the four-year secondary school are still preferred by a majority of school districts.

In recent years, various studies have explored the particular functions and objectives of the junior high school. Howell found that most of the functions attributed to the early junior high school are still relatively valid.[28] Other writers have expressed marked changes in the functions of the junior high school. Briggs, one of the pioneers in junior high school education, reiterated in 1960 the functions of the junior high school set forth early in history. The following functions for the junior high school are recommended:

1. **Continue basic education so far as necessary for mastery by each individual.**
2. **Ascertain and reasonably prepare for satisfying the important immediate and predictable future needs of the pupils.**
3. **Reveal, by materials in themselves educationally valuable, possibilities in the major fields of learning.**
4. **Explore, again by materials in themselves worthwhile, the interests, aptitudes, and capacities of each individual pupil.**
5. **Start each individual on a program which, as a result of revealing and exploratory courses, facilitates guidance toward an education that promises to be of most value to him and to the supporting society.[29]**

In 1965, Maze completed a doctoral study concerning the philosophical basis for the improvement of education programs in the junior high school. The study was undertaken under the assumption that business education had a role to play in the educational programs of junior high school pupils. The findings of this study support the conclusion that the evolving role of business education in the junior high school is to contribute to the general education of youth in their early adolescence and also to contribute to the realization of the prevocational, exploratory, and guidance functions performed by the junior high school. These functions are especially compatible with the purposes of the junior high school level of secondary education.[30]

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[28] **C. E. Howell, "Junior High: How Valid Are Its Original Aims?" *Clearing House*, 23:75–78 (October, 1948).**

[29] **T. H. Briggs, "The Conant Report on Junior High Schools," *The Bulletin of the National Association of Secondary School Principals*, 44:14 (November, 1960).**

[30] **Clarence Maze, "Business Education in the Junior High School," *Monograph 113* (Cincinnati: South-Western Publishing Company, 1965), p. 11.**

OBJECTIVES OF BUSINESS EDUCATION IN THE JUNIOR HIGH SCHOOL

The objectives of business education at the secondary school level usually perform a dual function — they contribute to general education, and they provide a form of technical education. The junior high school holds as its major function the extension of general education, with a minimum of technical education. There is some evidence present in current literature that the experiences in junior high school should lead increasingly toward some goal that will ultimately be reflected in a chosen specialization.[31] The important implication contained in this "evolving specialization" concept is that something be begun during the junior high period which is in the realm of general education but increasingly leads toward specialized education.

Detroit Public Schools have organized programs and courses for a galaxy approach to education for the world of work beginning in the junior high school. Preliminary exploratory, or search experiences in the industrial arts, homemaking, visual fine arts, music and creative writing courses, and club activities give students an opportunity to explore dozens of vocational fields. The project method has proven very satisfactory at these levels — the seventh, eighth, and ninth grades. Turnquist reports about the Detroit Public Schools that flexibility is needed to permit adjustments for the top achievers and the low achievers. Both girls and boys should have the opportunity to explore all these activities. Basic education is recommended for at least 75 percent of the students' time.[32]

In summarizing the objectives of business education at the junior high school level, the consensus of writers in junior high school education overwhelmingly endorses the general education concept as the major objective. Conant recommends a required general education program for all seventh and eighth grade students. It is at the ninth grade level that Conant recommends the elective sequence be started that will lead to a marketable skill or college preparation upon senior high school graduation.[33]

Although they do not apply strictly to the junior high school level of education, two groups of objectives have been identified as business education's contribution to the general education of *all* youth: general business education and communication skills objective. The general business education objectives may be broken down and studied in terms of their contribution to personal-business and consumer-business education as related to specific subject areas.

GENERAL BUSINESS

When general business was first introduced in the business curriculum about 50 years ago, it was referred to as Junior Business Training and later acquired such titles as "Introduction to Business," "Everyday Business," and "Business Principles." The course was considered to be largely a vocational course and was designed especially for students who might drop out of school after completing the ninth grade. Many students then were able to secure full-time jobs in stores and offices. There were jobs as messengers, cash boys in department stores, file clerks, or other dead-end jobs that required little or no technical knowledge such as bookkeeping or shorthand.

As time passed, the age limits for completing school attendance were raised, and in most states rigid child labor laws prohibited the employment of youngsters under 16 years of age. As a consequence, the vocational objective of general business was changed.

The recommended grade placement for general business is the ninth grade. There is a trend to make the course available as early as the seventh and eighth grades because of the present trend to increase economic emphasis in the lower grades. New textbooks and related published professional literature show the content of general business courses moving toward basic business and economic principles. Former courses were overloaded with trivial business information that did not develop effective business competence.

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[31] Southern Association of Colleges and Secondary Schools, *The Junior High School Program.*

[32] Carl H. Turnquist, "Galaxy Approach to Education for the World of Work," *School Shop* (November, 1965), pp. 25–27.

[33] J. B. Conant, *A Memorandum to School Boards: Recommendations for Education in the Junior High School Years,* p. 30.

It is common to find the content of general business courses of today to include the government's role in business decisions, the labor unions' role, economic security, price theory, individual and family finance, money and banking, and economic aspects of United States and world populations.[34]

State plans for business and office education under the Vocational Education Act recognize general business or basic business as a prevocational function for building effective foundations for occupationally oriented business programs. Price and Sheely report in Minnesota "the broad functions of business education include education *for* business and education *about* business. Education about business is concerned with preparation for economic competence in a complex business oriented society."[35] Warmke describes general business as the most popular course in the *about* phase of business education.[36]

The Administrative Handbook for Business and Distributive Education, State Education Department of New York, lists the course, Introduction to Business, for the ninth or tenth grade. The handbook emphasizes that the "subject be taught by a well-prepared and certificated teacher of business subjects."[37]

In the years ahead, general business combined with a new or revised approach to economics will be the answer or part of the answer to the questions being raised persistently by those who would exert pressure for more substantial and more defensible economic education. However, as Garrison points out, the total goal of economic education cannot be achieved in any one course. A general business course provides a special opportunity for orienting the student's thinking not only in terms of his own economic role, but also in terms of the total society of which he is a part.[38]

BUSINESS MATHEMATICS

During the past few years, improved programs in mathematics, often referred to as "modern mathematics," have been prepared for the seventh and eighth grades and more recently for the lower grades. These new programs are gradually replacing the traditional ones, and soon there will be at least a few students in business mathematics in grade nine who have had the benefit of the earlier courses.

In recognition of these trends, those basic elements of the modern mathematics that are useful and appropriate are being incorporated in courses in business mathematics. For the most part these elements pertain to the fundamentals of arithmetic and do not affect the way in which computations are performed. Provided in most recent textbooks in business mathematics is amplifying material from the standpoint of the modern mathematics. What is different in most textbooks is the point of view and a greater emphasis on basic principles, to the end that the student may gain a deeper understanding.

Business mathematics is still considered a foundation subject for those planning careers in business. The grade placement is the ninth grade when the junior high school is involved and the tenth grade in a four-year senior high school. In New York State, it is required for several vocational business diplomas and is included in a number of the major sequences. It satisfies the one-unit mathematics requirement for the State Regents diploma. In the Seattle Public Schools, business arithmetic is offered as late as the eleventh grade.

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[34] R. F. Warmke, "Economic Literacy and the Business of Business Education," *The Balance Sheet*, Vol. XLVII, No. 3 (November, 1965), p. 102.

[35] H. H. Sheely and R. Price, "Vocational Business Education in Minnesota," *NBEA Quarterly*, Bulletin 83, Vol. 34, No. 2 (Winter, 1965–66), p. 52.

[36] Warmke, *op. cit.*, p. 103.

[37] New York State Administrative Handbook for Business and Distributive Education, State Department of Education (Albany, New York, 1964).

[38] L. Garrison, "A Syllabus for Teaching Economics in the High School General Business Course," *Joint Council on Economic Education Publication* (New York, 1964).

Among business educators, there seems to be a controversy basically as to whether business mathematics should be offered as a separate course or whether it should be integrated with bookkeeping. Public secondary school teachers should be cognizant of this issue in the hope that it may spur experimentation on the part of bookkeeping and business mathematics teachers.[39]

With the advent of automation and the inherent mathematics involved in computers, many business educators are suggesting that the business mathematics course either include other types of mathematics, or be replaced entirely by other types of mathematics.[40] Eyster calls for at least a knowledge of algebra for office workers in firms that use computers.[41]

Business mathematics is usually offered in vocational business curriculums early enough to provide essential background necessary to achieve proficiency in other advanced business subjects. It is usually correlated with general business and comes before bookkeeping and accounting.

JUNIOR HIGH TYPEWRITING

As long as typewriting was taught essentially for vocational purposes, the logical place to offer it was near the time of initial employment. Typewriting skill has been gradually offered at lower and lower grade levels until the trend now is to offer it in the junior high school and in some instances in the elementary grades.

Typewriting in the junior high school has for its major objective the facilitation of the communication process by means of providing more legible copy than longhand, and it is often a faster means of recording data or the results of the thought process.[42]

Vocational proficiency is not generally expected at the junior high school level. However, typewriting skill represents a personal asset which has a high utility value in the personal area as well as an economic value in the vocational area. Through the use of the typewriter, certain general education values can and do emerge. Typewriting provides the opportunity to learn about English, spelling, letter writing, punctuation, and composition. The repetitive drill necessary for developing the manipulative skill may also reinforce some of the language-arts competencies that are a part of the general education of all students. Additionally, through proper use of the typewriter, creative written expression can be fostered.

Erickson indicates that evidence is growing to use the typewriter as an aid to learning.[43] Research evidence to date is inconclusive even though there is general acceptance of the principle of acceleration for some students.

A recent McGraw-Hill Book Company survey reveals that enrollment in junior high typewriting in 33 major cities in the United States has increased 31.2% over the past five years.[44] New advances in electric typewriters have made the typewriter a more effective tool in teaching junior high typewriting since the problems of weighty carriage returns, clashing of keys, and nonuniformity of keystroking have been eliminated on certain models.

The Educational Research Service conducted a survey of 409 school systems regarding the practice of teaching typing in the elementary and junior high schools.[45]

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[39] J. E. Gratz, "Major Issues in Business Education," *Monograph 106* (Cincinnati: South-Western Publishing Company, 1962), p. 24.

[40] Gibson, "Office Automation Means a Revolution in Business Education," *Business Education World* (March, 1959), p. 34.

[41] Elvin Eyster, "Education for Business — A Time for Reappraisal," *Journal of Business Education* (February, 1959), p. 195.

[42] R. Finch, "Typewriting — A Fundamental Skill," *The Balance Sheet*, Vol. XXXVI, No. 5 (Cincinnati: South-Western Publishing Company, 1954).

[43] Erickson, "Outcomes in Developing General Education Values in Typewriting," *NBEA Yearbook*, 1963, p. 328.

[44] Alan Lloyd, "McGraw-Hill Survey of Typing Enrollments 1964–65," (August 16, 1965).

[45] *ERS Reporter*, Research Division of NEA (Washington, D. C., August, 1964), p. 2.

Of the systems replying (85 percent), 181 (52 percent) indicated that they offer typing in the elementary and/or junior high grades, while 167 (48 percent) do not. Only 22 of the school systems offer typing in the elementary grades, and these most frequently in grades five and six. Two systems (Worcester, Massachusetts and Rapid City, South Dakota) reported that typing is required for all ninth grade students.

PART V

BUSINESS SUBJECTS IN SENIOR AND FOUR-YEAR HIGH SCHOOLS

An examination of the literature about the effectiveness of the high school curriculum will reveal a considerable number of references to the relationship of school size. In January, 1966, I made an analysis of the business curriculum in 44 states and Puerto Rico, 36 major cities, and 30 small cities in the United States. Key city and state supervisors were kind enough to provide me with data about their business curriculums for the 1965–66 school year and in some instances projections for the 1966–67 school year. The high schools in this survey are located in towns and cities of from 1,000 population to over 1,000,000 population and are distributed throughout the United States and Puerto Rico.

One of the facts disclosed by this study was that both the nature and the number of business subjects offered by a particular school are affected by the size of the city in which the school is located. As might be expected, exciting and, in some instances, almost fantastic changes are taking place not only in academic curriculums but also in business practices and curriculums. A high school program that does not take into consideration factors of change in the community and the world will not serve pupils effectively regardless of the size of the school.

A summary of the study is given in Tables I, II, and III. The first table presents a summary of the offerings of schools located in towns and cities of less than 10,000 population. The second table presents a summary of the offerings of schools located in medium-size cities from 10,000–50,000 population, and the third table presents a summary of the large high schools located in cities of 50,000–1,000,000 population. The six specific subject matter areas which comprise business-office education and distributive education are identified as follows: general or basic business, bookkeeping, clerical-data processing, distributive education, and small business management.

SMALL HIGH SCHOOLS

One well-known recommendation from James B. Conant's book, *The American High School Today*, is that a comprehensive high school should have a graduating class of at least 100 students to ensure quality education. In 1962, there were over 15,000 secondary schools below this "minimum." Whether or not small schools are desirable, they apparently are very much with us.

The administrator of the high school with fewer than 600 students (optimum size — 600 to 1,000) finds it difficult each year to plan the business education program that his particular school and community needs.[46] He realizes that the business curriculum should reflect the needs of both the youth who remain in the community after high school years and those who migrate to urban areas for employment. What kind of business education program will best meet the needs of students in this type of small high school?

In small agricultural communities, the demand for unskilled labor on the land is declining; many who once followed the crops have been stranded in major urban concentrations, ill prepared for city life. Many small farmers have given up their land, while others continue on a marginal basis. States are taking a hard look at their capability to offer modern vocational education in their area vocational schools.

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[46] H. R. Douglass, "Trend and Issues in Secondary Education," Library of Education (Washington, 1962), p. 70.

TABLE I

SUMMARY OF BUSINESS SUBJECTS OFFERED IN 20 SENIOR AND FOUR-YEAR HIGH SCHOOLS IN SMALL CITIES UNDER 10,000 POPULATION

YEAR TAUGHT	Ninth		Tenth		Eleventh		Twelfth		Total No. of Schools
NO. OF SEMESTERS TAUGHT	1	2	1	2	1	2	1	2	
	No. of Schools		No. of Schools		No. of Schools		No. of Schools		
Basic Business or Economic Education:									
General Business	2	15		3					20
Business Principles	1						5		6
Business Mathematics	2	12		6					20
Advanced Business				3				7	10
Consumer Economics					4		7	1	12
Business Law					4		7	1	12
Business Administration							5	7	12
Economics				4				2	6
Economic Geography									
Bookkeeping — Record Keeping:									
Clerical Bookkeeping				4					4
Record Keeping						15		5	20
Bookkeeping I								2	2
Bookkeeping II									
Accounting Principles									
Distributive Education:									
Retailing						6		6	12
Salesmanship									
Advertising				2		3		3	8
Merchandising									
Marketing							2	1	3
Distributive Education Co-op								4	4
Distributive Ed. Work Exp.									

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YEAR TAUGHT	Ninth		Tenth		Eleventh		Twelfth		Total No. of Schools
NO. OF SEMESTERS TAUGHT	1	2	1	2	1	2	1	2	
	No. of Schools		No. of Schools		No. of Schools		No. of Schools		
CLERICAL-DATA PROCESSING:									
Typewriting (Vocational)				17		3			20
Senior Typewriting								5	5
Clerical Procedures									
Personal Typewriting					4		8		12
Office Practice						12		4	16
Office Machines							3	5	8
Data Processing I									
Key Punch									
Office Production Typing									
Intro. Data Processing							3		3
STENOGRAPHIC-SECRETARIAL:									
Advanced Typewriting									
Business English (12)								8	8
Shorthand I						12		8	20
Shorthand II							3	4	7
Secretarial Practice									
Transcription									
Machine Transcription									
Machine Shorthand									
Touch Shorthand									
Cooperative Office Practice							4	8	12
PRODUCTION-SERVICE:									
Clerical Services I									
Clerical Services II									
Clerical Services III									
Production Typewriting									

TABLE II

SUMMARY OF BUSINESS SUBJECTS OFFERED IN 50 SENIOR AND FOUR-YEAR HIGH SCHOOLS IN MEDIUM-SIZE CITIES OF 10,000–50,000 POPULATION

YEAR TAUGHT	Ninth		Tenth		Eleventh		Twelfth		Total No. of Schools
NO. OF SEMESTERS TAUGHT	1	2	1	2	1	2	1	2	
	No. of Schools		No. of Schools		No. of Schools		No. of Schools		
Basic Business or Economic Education:									
Business Foundation		2							2
General Business	3	41		9					53
Business Principles							15		15
Business Mathematics			4	25				6	35
Advanced Business								4	4
Consumer Economics				4			2	4	10
Business Law					12		35	3	50
Business Administration					11		22		33
Economics						14	12	12	38
Economic Geography				4		3		6	13
Bookkeeping — Record Keeping:									
Clerical Bookkeeping				1					1
Record Keeping				17		6			23
Bookkeeping I				6	6	26		12	50
Bookkeeping II						12		8	20
Accounting Principles								4	4
Distributive Education:									
Retailing				4	1		11	15	31
Salesmanship						44	1	12	57
Advertising						3			3
Merchandising				10		14	20	6	50
Marketing							11		11
Distributive Education Co-op							12	33	45
Distributive Ed. Work. Exp.							14		14

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YEAR TAUGHT	Ninth		Tenth		Eleventh		Twelfth		Total No. of Schools
NO. OF SEMESTERS TAUGHT	1	2	1	2	1	2	1	2	
	No. of Schools		No. of Schools		No. of Schools		No. of Schools		
CLERICAL-DATA PROCESSING:									
Typewriting (Vocational)				50					50
Senior Typewriting							3		3
Clerical Procedures					1				1
Personal Typewriting	9		12		15		27		63
Office Practice						15	8	27	50
Office Machines								38	38
Data Processing I								4	4
Key Punch							3		3
Office Production Typing						4			4
Intro. Data Processing					8		12		20
STENOGRAPHIC-SECRETARIAL:									
Advanced Typewriting						24			24
Business English (12)							3	18	21
Shorthand I				3		24		23	50
Shorthand II								24	24
Secretarial Practice								20	20
Transcription						18	12	14	44
Machine Transcription								1	1
Machine Shorthand						5		5	10
Touch Shorthand								37	37
Cooperative Office Practice									
PRODUCTION-SERVICE:									
Clerical Services I									
Clerical Services II									
Clerical Services III									
Production Typewriting									

TABLE III

SUMMARY OF BUSINESS SUBJECTS OFFERED IN 50 LARGE CITY HIGH SCHOOLS IN CITIES OF 50,000–1,000,000 POPULATION

YEAR TAUGHT	Ninth		Tenth		Eleventh		Twelfth		Total No. of Schools
NO. OF SEMESTERS TAUGHT	1	2	1	2	1	2	1	2	
	No. of Schools		No. of Schools		No. of Schools		No. of Schools		
BASIC BUSINESS:									
General Business	3	33		14					50
Business Principles		4					8		12
Business Mathematics	2	15		35					52
Basic Business		3		2					5
Consumer Economics				13				26	39
Advanced Basic Business						4		4	8
Business Law					23		17		40
Business Administration					23		17		40
Economics						12	7	22	41
Economic Geography		5		14					19
BOOKKEEPING:									
Clerical Bookkeeping				1		3			4
Record Keeping		5		30					35
Bookkeeping I (1st year)				10		40			50
Bookkeeping II (2nd year)						7		22	29
Accounting Principles						3		5	8
Management Accounting								2	2
DISTRIBUTIVE EDUCATION:									
Retail Survey								1	1
Retailing						4		15	19
Salesmanship						33		17	50
Advertising							5	4	9
Merchandising				7			13	23	43
Marketing								4	4
Distributive Education Co-op						3		46	49
Distributive Education Work Exp.								4	4

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YEAR TAUGHT	Ninth		Tenth		Eleventh		Twelfth		Total No. of Schools
NO. OF SEMESTERS TAUGHT	1	2	1	2	1	2	1	2	
	No. of Schools		No. of Schools		No. of Schools		No. of Schools		
CLERICAL-DATA PROCESSING:									
Personal Typewriting		23	10		11		6		50
Typewriting I		13		37					50
Typewriting II				10		27	8		45
Clerical Practice				3		15			18
Filing				3		4			7
Office Practice						10		40	50
Office Machines								31	31
Intro. Data Processing					18		7		25
Data Processing I						4		3	7
Data Processing II								4	4
Computer Programming								4	4
Key Punch					4		7		11
Data Processing Math						4			4
Comptometry					1			2	3
Penmanship			2				1	1	4
STENOGRAPHIC-SECRETARIAL:									
Personal Typewriting	5			10		11			26
Notetaking	5			5		8		15	33
Shorthand I				12		38		30	80
Shorthand II								49	49
Secretarial Practice						15		35	50
Transcription						12		37	49
Machine Transcription						2		4	6
Machine Shorthand						12		8	20
Office Co-op.						4		38	42
Business Exploratory	1			5					6
SERVICE ORIENTED PROGRAMS:									
Clerical Services I				1					1
Clerical Services II								1	1
Clerical Services III						1		1	2
Clerical Office Procedures I						1			1
Clerical Office Procedures II								1	1
Business Practice				1		1			2

The vocational educator, confronted with problems of deciding for what occupations to offer training and at what levels, must still deal with data on job needs, descriptions of changes now in the offing, and information concerning entry qualifications and locations in which jobs are to be found. Even in the small high school, the administrator must plan for education and training which will permit entry into a constantly changing job market.

Much has been written concerning the educational program that confronts the business teacher in the small high school. One of the phases of the small high school's program is the extracurricular load required of teachers. In many small schools, work experience programs for business education pupils are now available under the Vocational Education Act and Economic Opportunity Act. Clerical co-op jobs in governmental institutions are recognized for reimbursement under these acts.

In a special sense, mobility as applied to transportation, is offering some solution by bringing school youth from scattered areas to a central area school that is able to provide more staff, more facilities, and an expanded curriculum.

In situations where elimination of the small high school by district reorganization is not possible, new curriculums in business are being tried to keep pace with the demands of the world of work. The underlying philosophy at Manson High is that small school curriculums should provide both general and special education — general education for training in democratic living and special education in preparation of the individual for his life's work. The program tends to be confined to a single business major, which essentially is stenography supported by bookkeeping and general office practice. In Manson, Washington, the high school business education teacher reports the introduction of an office practice course into the curriculum to replace the second year of typewriting. The following program of studies is offered in Manson High School:

Grade 9 — Typewriting
Grade 10 — Bookkeeping I & II
Grade 11 — General Office Practice
Grade 12 — Shorthand

Shanley High School, a small school in Fargo, North Dakota, offers a program in business education beginning with general business in the junior high school and typewriting, shorthand, and office machines in the high school. The department chairman reports: "Our curriculum will place more emphasis on office procedures in the office machines class and will make more use of local office facilities. We plan to use office automation practice sets and try to get some basic machines to help in teaching the automated processes. I see also in the future an increased emphasis on consumer economics and business law."

MEDIUM-SIZE COMPREHENSIVE HIGH SCHOOLS IN CITIES AND SUBURBAN AREAS

The ultimate goal of curriculum activity is to provide better learning. Those teachers and administrators working in medium-size high schools (3–5 business teacher departments) have been seeking to increase the variety as well as the quality of business education experiences. At Alton Senior High School, Alton, Illinois, the general education program contains certain business education courses that really serves general education purposes: general business is offered in grade nine and advanced business in grade eleven.

Business education, particularly vocational business education, is considered broad enough to have room for almost all levels. Technical or vocational business education in the medium-size high school may be considered in four general sequences: stenographic, bookkeeping, general clerical, and distributive education. The four areas of emphasis serve reasonably well in the suburban schools of Battle Creek Central High School, Michigan and the three Canton, Ohio Public High Schools.

The business education curriculums that follow are representative of the curriculum offerings in basically industrial communities or suburban communities near large city business centers.

ALTON JUNIOR-SENIOR HIGH SCHOOL

Program of Studies — Grades 9, 10, 11 and 12

Revised April, 1965

An (*) indicates a one-year subject that may be taken one-half year. One-semester subjects are indicated by 1.

Business Education

Subject		Grade
General Business 1 and 2		9
Business Arithmetic 1		10, 11 or 12
Personal Typing 1		10, 11 or 12
Business Typing 1–4	(Business Majors Only)	10, 11 or 12
Advanced Business 1		11 or 12
Bookkeeping 1 and 2		10, 11 or 12
*Bookkeeping 3 and 4		11 or 12
Shorthand 1 and 2		11 or 12
*Shorthand 3 and 4		12
Clerical Practice 1	(Pre: Typing 1, 2)	12
Distributive Education	(1½ periods per day)	12
Office Occupations	(1½ periods per day)	12
Secretarial Practice 1	(Pre: Shorthand 1, 2 — 2nd semester only)	12
Business English 1 (English credit given)	(Business Majors Only)	12
Notehand 1		12
Retailing 1	(Required for DE)	10, 11, 12
Salesmanship 1	(Required for DE)	10, 11, 12

BATTLE CREEK CENTRAL HIGH SCHOOL

Battle Creek, Michigan

Program of Studies
1965–66

GENERAL OFFICE CURRICULUM

(For students interested in preparing for general office work)

Grade 10	Grade 11	Grade 12
English III & IV (1 unit)	English V & VI (1)	Amer. Govt.—Bus. Law
Phys. Ed.—Health (1)	U.S. History (1)	Office Practice
Typing (1 unit)	Typing (1)	Electives (2)
Electives (2 units)	Electives (2 units)	

VOCATIONAL-STENOGRAPHIC CURRICULUM

(For students interested in preparing for secretarial work)

Grade 10	Grade 11	Grade 12
English III & IV (1)	English V & VI (1)	Amer. Govt.—Bus. Law (1)
Biology I & II (1)	U.S. History I & II	Voc. Stenography (3)
Shorthand I & II (1)	Bookkeeping I & II (1)	
Bus. Typing III & IV (1)	Transcription I & II	
Phys. Ed.—Health (1)		

VOCATIONAL DISTRIBUTIVE EDUCATION CURRICULUM

(For students who wish to enter sales occupations)

Grade 10	Grade 11	Grade 12
English III & IV (1)	English V & VI (1)	Amer. Govt.—Con. Econ. (1)
Phys. Ed.—Health (1)	U.S. History (1)	Management & Marketing (1)
Electives (3)	Merchandising I & II (1)	Cooperative Work Experience (1)
	Electives (2)	Electives (1)

PROGRAM OF STUDIES 1966-67
CANTON, OHIO PUBLIC SCHOOLS
LEHMAN, MCKINLEY, LINCOLN HIGH SCHOOLS

Grade 9	Grade 10	Grade 11	Grade 12
General Business	Bookkeeping I	Bookkeeping II	Shorthand II
Personal Typing	Consumer Education	Shorthand I	Office Practice
Notehand	Salesmanship	Typing I	
		Business Law	
		Retailing	

*Students who specialize in business education should be urged to take business English in their senior year. Business mathematics will be of value to many specialists in business education.

LARGE CITY HIGH SCHOOLS (8–15 business teachers in business departments)

The business education program in large metropolitan centers with a financial and "home office" atmosphere is a relatively large educational unit. In large city *comprehensive* high schools, business education is available to any pupil as an elective; but for those pupils who intend to participate in a vocational business sequence in depth, the five-area sequence is as follows:

1. Stenographic or Secretarial
2. Bookkeeping-Accounting
3. General Clerical
4. Distributive or Marketing Education
5. Small Business Management.

The large city high schools are able to organize their offerings — general education, basic business education, and technical business education for homogeneous groups of students. This is possible with large numbers of students and a flexible curriculum.

A business education sequence in large cities for college-bound pupils is possible with relatively large educational units. It is possible for the high school graduate who has received appropriate training and education to feel the security of knowing that he is ready for an initial business position or advanced learning in a college or university.

Population growth is apparent everywhere and this growth, in turn, places new demands upon education in large cities. Business education has provided in recent years new programs for the disadvantaged youth (see page 54). Whether or not a youth goes to college should not be the determining factor in his right to earn a decent living. In increasing measure, occupational training, education, and retraining must supply basic literacy and business job skills that lead to at least a twelfth grade level of achievement and job competence.

The business education curriculums that follow are representative of the curriculums of large city high schools in Chicago, Indianapolis, Des Moines, Cincinnati, Minneapolis, and Salt Lake City.

CHICAGO PUBLIC SCHOOLS — 1965-66

Business Education

Column A — Maximum Offering
Column B — Semester Placement
Column C — Minimum number of units which may be counted in each subject as a constituent of a sequence in this group

Subject	Column A	Column B	Column C
1. Basic Business	1 unit	1-2	½
2. Economic Geography	1 unit	1-8	½
3. Basic Bookkeeping	1 unit	3-8	½
4. Bookkeeping & Accounting	2 units	3-8	½
5. Shorthand	1 unit	5-6	½
6. Transcription (10 periods per week for 5 months; maximum, two semesters; prerequisites: Shorthand 1-2, Typewriting 1-2)	1½ units	7-8	¾****
*7. Transcription-Machine (5 periods per week for 5 months; maximum, 2 semesters)	1 unit	7-8	½
8. Typewriting (5 periods per week for 5 months; maximum, 6 semesters)	1½ units	1-8	¼****
9. Typewriting (10 periods per week for 5 months; maximum, 2 semesters)	1 unit	3-8	½****
*10. Office Practice (10 periods per week for 5 months; maximum, 2 semesters)	1 unit	6-8	½
11. Machine Calculating (10 periods per week for 5 months; maximum, 2 semesters)	1 unit	5-6	½
12. Advanced Business Machines (10 periods per week for 5 months; maximum, 2 semesters)	1 unit	7-8	½
13. Salesmanship	1 unit	5-8	½
14. Selling & Merchandising (D.E.—10 periods per week for 5 months; maximum, 2 semesters)	2 units	7-8	1
**15. Distributive Education Work Experience	1 unit	7-8	½
**16. Office Occupations Work Experience	1 unit	7-8	½
17. Commercial Law	½ unit	5-8	½
***18. Economics	½ unit	7-8	½
19. Business Organization	½ unit	5-8	½

*Prerequisite: Two semesters of typewriting or the equivalent speed of forty words per minute.

**Must include fifteen hours per week of supervised work experience under the direction of a certified business teacher. This is in addition to the required related classroom work in Distributive Education (D.E.) or Office Occupations courses (O.O.).

***May be counted in a business sequence.

****Indicates fractional part of a unit earned per semester.

BUSINESS EDUCATION IN INDIANAPOLIS PUBLIC HIGH SCHOOLS

A high school student has an opportunity to select courses in business education for vocational competency or personal use under a variety of curricula. The subjects shown in all capital letters are required in specialized programs; others are electives to complete a sequence of courses leading to a major in business or as electives under any diploma plan.

YEAR	CLERICAL	RETAILING	BOOKKEEPING	SECRETARIAL
FRESHMAN	ELECTIVES *General Business*	ELECTIVES *General Business*	ELECTIVES *General Business*	ELECTIVES *General Business*
SOPHOMORE	TYPEWRITING ELECTIVES: *Bus. Arith.* *Econ. Geog.* *Cons. Bus. Ed.* *Intro. to Data Processing*	ELECTIVES *Bus. Arith.* *Econ. Geog.* *Cons. Bus. Ed.* *Typewriting* *Intro. to Data Processing*	ELECTIVES *Typewriting* *Bus. Arith.* *Econ. Geog.* *Cons. Bus. Ed.* *Intro. to Data Processing*	TYPEWRITING ELECTIVES: *Bus. Arith.* *Econ. Geog.* *Cons. Bus. Ed.* *Intro. to Data Processing*
JUNIOR	ELECTIVES *Typewriting* *Business Law* *Salesmanship* *Merchandising* *Filing* *Bookkeeping*	MERCHANDISING SALESMANSHIP ELECTIVES: *Typewriting* *Business Law* *Bookkeeping* *Filing*	BOOKKEEPING ELECTIVES: *Business Law* *Salesmanship* *Merchandising* *Typewriting* *Filing*	TYPEWRITING (1 sem.) SHORTHAND ELECTIVES: *Business Law* *Filing* *Typewriting (1 sem.)* *Bookkeeping*
SENIOR	CLERICAL PRACTICE ELECTIVES: *Bus. English* *Mach. Cal.* *Office Prod.*	ELECTIVES *Bus. English* *Mach. Cal.* *Bus. Org. & Mgt.* *Clerical Practice*	ELECTIVES *Bookkeeping* *Bus. English* *Mach. Cal.* *Clerical Practice* *Bus. Org. & Mgt.*	SHORTHAND (1 sem.) SECRETARIAL PRACTICE (1 sem.) ELECTIVES: *Bus. English* *Shorthand Transcription* *Office Prod.*

1. **Students who wish to take shorthand in the junior or senior year should plan to elect typewriting in the sophomore or junior year.**
2. **Academic courses are to be taken in sequence in proper years as required under the diploma program elected. Each diploma plan provides ample opportunity to take advantage of majors or electives in business education.**
3. **Students should confer with the guidance director of the high school for specific offerings in business education. Not all courses are offered in each high school.**
4. **Students interested in Electronic Data Processing should consult their guidance director for details of specialized programs at Arsenal Technical High School.**

DES MOINES PUBLIC SCHOOLS

Business Education Curriculums for *Comprehensive High Schools*

(See separate listing for Des Moines Tech High School and Adult School)

Bookkeeping	**Distributive Education**	**Stenographic**
10th Grade *Typing 1–2	10th Grade *Typing 1–2 (recommended)	10th Grade *Typing 1
11th Grade *Bookkeeping 1–2	11th Grade Salesmanship Commercial Law	11th Grade *Typing 2–3 *Shorthand 1–2
12th Grade *Bookkeeping 3–4	12th Grade DE Problems DE Practice (Co-op)	12th Grade *Typing 4–5 *Shorthand 3–4

*Numerals indicate semester numbers. Courses without numbers are only one-semester courses.

All students, regardless of course of study, are required in grades 9–12 to take three years of English, one year of science, one year of math, and four years of social science.

Business Education Course Electives

- General Business Training
  (9th grade only)
- Bookkeeping
- Business Communications
- Business Skills Review
  (Arithmetic, Spelling, Penmanship)
- Clerical Orientation
  (Experimental in one school)
- Commercial Arithmetic
- Commercial Geography
- Commercial Law
- Salesmanship

CINCINNATI, OHIO 1965–66

BUSINESS EDUCATION

Subject	Code	Periods Per Wk.	Grade Level
General Business	544 315	(5)	Jr. (9)
Business Arithmetic	553 315	(5)	Jr. (9)
Typewriting	505 325	(5)	Sr. (10)
Shorthand I	511 325	(5)	Sr. (11)
Shorthand II with Secretarial Prac.	512 320	(10)	Sr. (12)
Record Keeping	533 225	(5)	Sr. (10)
Bookkeeping	541 325	(5)	Sr. (11)
Accounting Principles	540 325	(5)	Sr. (12)
Consumer Economics	851 325	(5)	Sr. (10)
Salesmanship	565 325	(5)	Sr. (11)
Office Practice	535 325	(5)	Sr. (11)
Business Law (1 semester)	560 325	(5)	Sr. (12)
Business Principles (1 semester)	560 326	(5)	Sr. (12)
Merchandising	563 320	(5)	Sr. (12)
Personal Typing	509 312	(2½)	Jr. (7–9)
Personal Typing	509 322	(2½)	Sr. (10–12)
Clerical Services I	545 220	(10)	Sr. (10)
Clerical Services II	546 220	(10)	Sr. (11)
Clerical Services III	547 220	(10)	Sr. (12)
Notetaking	516 422	(2½)	Sr. (10–12)
Shorthand A	514 425	(5)	Sr. (12)
*Data Processing I	570 420	(10)	Sr. (11)
*Data Processing II	571 420	(10)	Sr. (12)

*Courter Tech only.

BUSINESS EDUCATION
PROGRAM OF STUDIES
MINNEAPOLIS SENIOR HIGH SCHOOLS
1966–67

Grade 10	Grade 11	Grade 12
Consumer Economics 1, 2	Shorthand 1, 2	Shorthand 3, 4
Typewriting 1, 2	Bookkeeping 1, 2	Senior Shorthand 1, 2
Typewriting 2A	Business Law 1	Stenographic Skills 1, 2
	Business Organization and Management 1	Office Skills 1, 2
	Record Keeping 1, 2	Senior Typewriting 1
		Part-Time Work 1, 2
		Retailing 1, 2

SALT LAKE CITY PUBLIC SCHOOLS
BUSINESS AND DISTRIBUTIVE EDUCATION IN THE SALT LAKE CITY SCHOOLS

Recommended Sequence of Classes

Stenographic Course

9th Grade: Type — Business
10th Grade: Type 2–3
11th Grade: Shorthand 1–2 }
Transcription 1–2 } Double period
Accounting 1–2
12th Grade: Dictation 1–2 }
Transcription 3–4 } Double period
Business Law
Employment Preparation 1–2
C.O.E.

General Clerical

9th Grade: Type — Business
10th Grade: Type 2–3
11th Grade: Accounting 1–2
Business Law
12th Grade: Office Procedures 1–2
Employment Preparation 1–2
C.O.E.

General Business Education

9th Grade: Type — Business
10th Grade: Type 2–3
11th Grade: Accounting 1–2
12th Grade: Business Law

Distributive Education

9th Grade: Type — Business
10th Grade: Accounting 1–2
11th Grade: Business Law
12th Grade: Marketing 1–2 (D.E.)
Employment Preparation 1–2
Work Experience

Cooperative Diversified Occupations

9th Grade: Type — Business
12th Grade: Employment Preparation 1–2
Work Experience

State Programs and Suggested Curriculum Patterns for Business Education as outlined in State Plans under the Vocational Education Act of 1963 for St. Louis, Missouri, the State of Virginia, North Carolina, and Ohio are shown.

With the advent of the Vocational Education Act of 1963, federal-state funds are available for vocational business education. Many states had vocational office preparation programs in a number of high schools prior to 1963. The *cooperative office program*, started in Cincinnati Public High Schools in 1914, is the most popular among these plans.

Most states are reimbursing local school districts that establish a curriculum leading toward a particular occupational objective such as stenographer, clerk-typist, or sales clerk. This objective is expressed in terms of the job descriptions listed in the *Dictionary of Occupational Titles*. These curricula usually provide for a series of business courses beginning in the eleventh grade. A student might carry one-half general or academic subjects and one-half vocational business subjects. In most cases, the state plans require *prevocational* subjects to be studied in grades nine and ten. These subjects most generally are general business and typewriting. This reimbursable curriculum may or may not include cooperative work experience in an office or store.

ST. LOUIS, MISSOURI — PUBLIC SCHOOLS

BUSINESS EDUCATION SUGGESTED PROGRAMS

1965–66

I. **Clerical:** The following sequence is recommended for students who plan to do clerical work; such as, receptionist, file-clerk, clerk-typist, or other general office work.

Course	Units	Grade Level	
General Business	1	9	
Typewriting	1	10 or 11	
Business Mathematics	1	10 or 11	(Grade 10, if Bookkeeping is planned) see Bulletin 1-G
Record Keeping	1	10	
(or Bookkeeping)	(1)	11	
Business English	1	12	
Clerical Practice	1	12	
Electives:			The work experience units may be earned under the supervision of the Diversified Cooperative Training, the Cooperative Business Education, or the Distributive Cooperative Programs.
Consumer Economics—Business Law	1	11 or 12	
(or Bus. Law—Bus. Org.)			
Salesmanship-Merchandising	1	11 or 12	
Work Experience	2 or 4	11 and/or 12	
Office Machines	1	12	
Typing 2	1	11 or 12	

II. **Secretarial:** The following sequence is recommended for students who plan to do stenographic or secretarial work.

Course	Units	Grade Level	
Typewriting	1	10	
Bookkeeping	1	10 or 11	
Business English	1	12	
Shorthand I and II	2	11 and 12	
Secretarial (or Clerical) Office Practice	1	12	
Business Law—Business Org.	1	11 or 12	
Typing 2	1	11 or 12	
Electives:			The work experience units may be earned under the supervision of the Diversified Cooperative Training or the Cooperative Business Education Programs.
General Business	1	9	
Work Experience	2	12	
Office Machines	1	11 or 12	

III. **Bookkeeping:** The following sequence of courses is recommended for students who plan to do bookkeeping work or work connected with automatic processing of records.

Course	Units	Grade Level	
General Business	1	9 or 10	
Typewriting	1	10	
Bookkeeping I	1	10 or 11	
Bookkeeping II	1	11 or 12	
Business Law—Business Organization	1	11 or 12	
Office Machines	1	12	Office Practice may be taken if Office Machines is not offered.
Electives:			
Business English	1	12	The work experience units may be earned under the supervision of the DCT or CBE Program.
Business Mathematics	1	10, 11, or 12	
Work Experience	2		

IV. **Selling:** The following sequence of courses is recommended for students who plan to do selling of goods or services and who need to become familiar with the fundamentals of retailing.

Course	Units	Grade Level
General Business	1	9 or 10
Typewriting	1	10 or 11
Business Mathematics	1	10
Business English	1	12
Salesmanship/Merchandising	1	11 or 12
Distributive Cooperative Education	2	12
Electives:		
Bookkeeping or Record Keeping	1	

V. **Pre-Managerial:** The following sequence of courses is recommended for students who are interested in owning a small business or who plan to assist in the management of a business.

Course	Units	Grade Level	
General Business	1	9	
Bookkeeping I	1	10 or 11	
Salesmanship/Merchandising	1	11 or 12	
Business Law—Business Organization & Management	1	11 or 12	
Business English	1	12	
Consumer Economics	½	11 or 12	
Office Machines	1	12	Office Practice may be taken if Office Machines is not offered.

Electives: Bookkeeping II, Typewriting I, Business Mathematics

BUSINESS EDUCATION SERVICE — STATE OF VIRGINIA
SUGGESTED CURRICULUM PATTERNS FOR BUSINESS EDUCATION
GRADES 8 THROUGH 12

PLAN I

Stenographic, Bookkeeping, and General Clerical

8th Grade

English
General Math or Algebra I
General Science
Elective

9th Grade

English
BUSINESS MATH or Algebra
Science
World Geography

10th Grade

English
TYPEWRITING I
GENERAL BUSINESS
Elective

Bookkeeping-Data Processing

8th Grade

English
General Math or Algebra I
General Science
Elective

9th Grade

English
Algebra I or II
Science
World Geography

10th Grade

English
TYPEWRITING I
GENERAL BUSINESS
Algebra II or Elective

PLAN II

Stenographic, Bookkeeping, and General Clerical

8th Grade

English
General Math or Algebra
Elective
Elective

9th Grade

English
World Geography
General Science
General Math or Algebra

10th Grade

English
Science
TYPEWRITING I
GENERAL BUSINESS

PLAN III

Same as for last 10 yrs.
Stenographic, Bookkeeping, and General Clerical

8th Grade

English
General Math or Algebra
Elective
Elective

9th Grade

English
BUSINESS MATH or Algebra
General Science
GENERAL BUSINESS

10th Grade

English
TYPEWRITING I
Science
World History or Geography

New since 1960
Bookkeeping-Data Processing

8th Grade

English
Algebra I
Elective
Elective

9th Grade

English
Algebra II
Science
GENERAL BUSINESS

10th Grade

English
TYPEWRITING I
Science
World History or Geography

PLANS I, II, III — Plus One of the Following:

Stenographic

11th Grade

English
U.S. and Virginia History
TYPEWRITING II
SHORTHAND I

12th Grade

English
U.S. and Virginia Government
SHORTHAND II—TRANSCRIPTION
OFFICE PRACTICE
WORK TRAINING OR OFFICE PROCEDURES

General Clerical

11th Grade

English
U.S. and Virginia History
TYPEWRITING II
BOOKKEEPING I or RECORD KEEPING

12th Grade

English
U.S. and Virginia Government
OFFICE PRACTICE
WORK TRAINING OR OFFICE PROCEDURES

Bookkeeping

11th Grade

English
U.S. and Virginia History
BOOKKEEPING I
BUSINESS ECONOMICS—BUSINESS LAW

12th Grade

English
U.S. and Virginia Government
BOOKKEEPING II or ACCOUNTING I
OFFICE PRACTICE OR BUSINESS ORGANIZATION AND MANAGEMENT
WORK TRAINING or OFFICE PROCEDURES

Bookkeeping—Data Processing

11th Grade

English
U.S. and Virginia History
BOOKKEEPING I
OFFICE PRACTICE

12th Grade

English
U.S. and Virginia Government
ACCOUNTING I
DATA PROCESSING PRINCIPLES AND PROBLEMS (Double Period)

Suggested Business Electives:

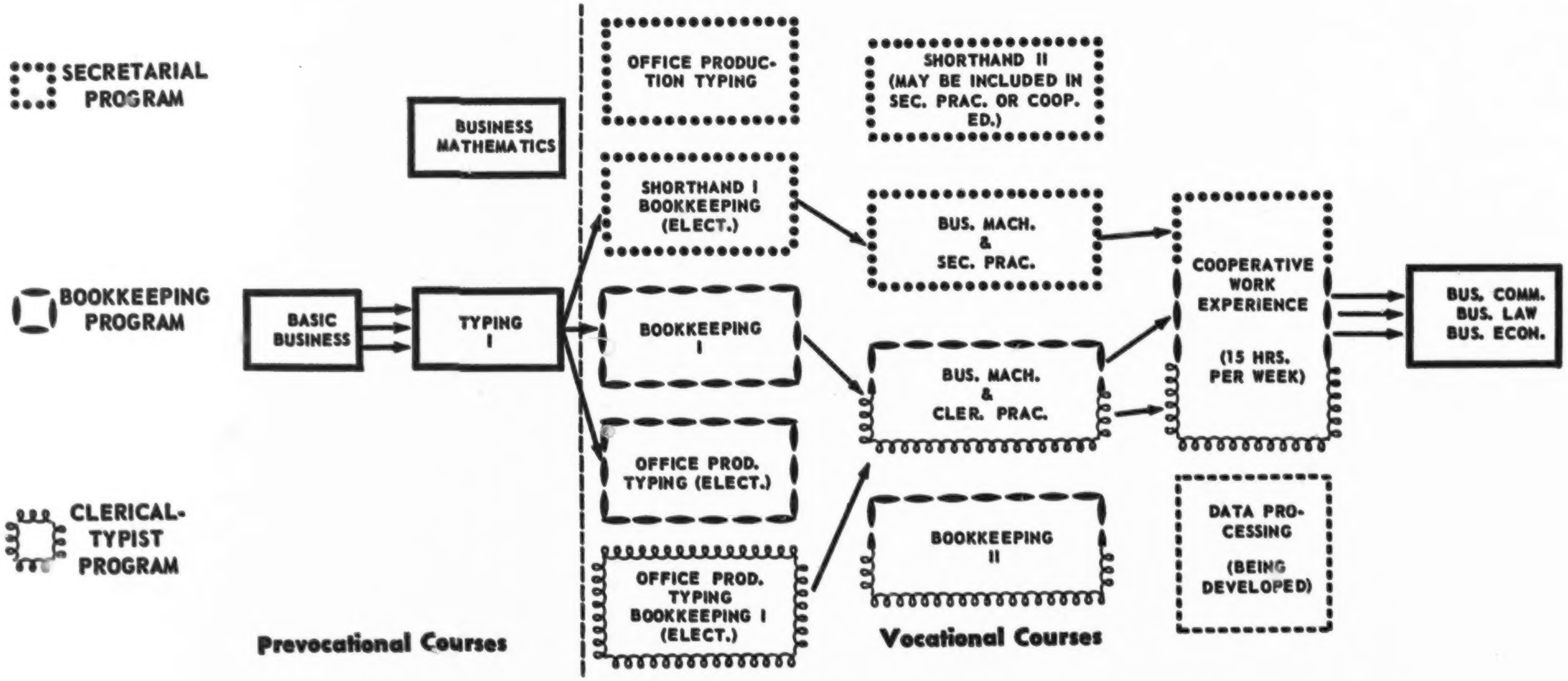
Stenographic

BOOKKEEPING I or RECORD KEEPING
BUSINESS LAW—BUSINESS ECONOMICS

Clerical

BOOKKEEPING I and II
BUSINESS ORGANIZATION AND MANAGEMENT
BUSINESS LAW—BUSINESS ECONOMICS
DATA PROCESSING MACHINE OPERATION

PROGRAM OF STUDIES
STATE OF NORTH CAROLINA


SECRETARIAL PROGRAM
BOOKKEEPING PROGRAM
CLERICAL-TYPIST PROGRAM
BASIC BUSINESS
TYPING I
BUSINESS MATHEMATICS
OFFICE PRODUCTION TYPING
SHORTHAND I BOOKKEEPING (ELECT.)
BOOKKEEPING I
OFFICE PROD. TYPING (ELECT.)
OFFICE PROD. TYPING BOOKKEEPING I (ELECT.)
SHORTHAND II (MAY BE INCLUDED IN SEC. PRAC. OR COOP. ED.)
BUS. MACH. & SEC. PRAC.
BUS. MACH. & CLER. PRAC.
BOOKKEEPING II
COOPERATIVE WORK EXPERIENCE (15 HRS. PER WEEK)
DATA PROCESSING (BEING DEVELOPED)
BUS. COMM. BUS. LAW BUS. ECON.
Prevocational Courses
Vocational Courses

STATE OF OHIO

INTENSIVE BUSINESS OFFICE EDUCATION

GRADES 11-12 — 1966-67

From the State Plan for Business and Office Education:

PROGRAM OF INSTRUCTION:

"7.32-21 Time Plans for Class Operations and Approvals. A minimum curriculum (identified in 7.23-1) will entail courses in sequence or in combination, totaling at least 1,080 clock hours or more of business and office education courses and lab in the 11th and 12th grades. Students enrolled will be only designated business and office education persons. A sound prevocational business and office education program must exist in the system(s) offering vocational courses under this section."

PLAN IV

15 hours of classes per week for 2 years (4 out of 8; 3 out of 6) at the 11th and 12th grade; provided each student has had at least two (2) one-year courses in BOE at the 9th and/or 10th grades. The total of the two-year program is 1,080 clock hours.

8 period Day	11th Grade	12th Grade	6 period Day
1 2	Required Courses		1 2
3 4	Elective Courses		3
	Lunch period		
5 6 7 8	Intensive BOE Related Curriculum (Stenographer, Clerk-Typist, Account Clerk, General Office Clerk, etc.)		4 5 6

Typical 9-10th grade course prerequisites; General Business, Typing I, Business Arithmetic, Bookkeeping I.

It is a must under Plan IV to block the ½-day together in this program to give flexibility to teacher planning to meet demands of curriculum being taught. .50 vocational unit accrues to school district for each year grouping — 1.00 unit total for both years combined under one program.

PART VI

BUSINESS SUBJECTS TAUGHT IN SENIOR AND FOUR-YEAR HIGH SCHOOLS

BASIC BUSINESS COURSES

General business and economic education are offered at the high school level as an integral part of the general education program and as related basic instruction in the vocational business program. New opportunities are emerging in the general high school curriculum for general business and economic education courses taught in the business curriculum.

GENERAL BUSINESS

General business should be the first business course offered in the business curriculum at either the ninth or tenth grade. It is the course that provides the student with an introduction to the business world and helps him understand his economic environment. In the State of Pennsylvania, 45,881 students elected general business in 1964–65 in 1,054 high schools.

Although the principal objective of this course is general education, the prevocational and guidance objectives are included in the modern concept of the course. It presents the occupational opportunities in the entire area of business, not simply the business jobs for which the high school vocational business education program trains the students.

Emphasis in general business has changed from amassing a host of facts and business data to applying a scientific approach in identifying, analyzing, and solving business and economic problems of both a personal and business nature.

Because the general business course content is treated in the junior high section of this monograph, a description is not given here.

BUSINESS MATHEMATICS

There is increasing recognition of the importance of business mathematics to all secondary business students as a background subject for other business subjects in the curriculum. Therefore, it should be offered at the tenth grade level in the four-year high school to give vocational business students a background for first-year bookkeeping, office practice, and office machines. Additional courses in mathematics are desirable for pupils desiring to follow the data processing sequence. For these pupils, elementary algebra or data processing mathematics is recommended.

Business of the future will make greater use of mathematical ability for statistical operations research and computer programming. Business mathematics is now incorporating new subject matter such as the decimal system of numeration, the binary system and probability, and new teaching procedures such as programmed instruction and team teaching.

In the Seattle, Washington, High Schools, business mathematics is offered in grade eleven. At South High School, Ft. Wayne, Indiana, business mathematics is a one-semester course in grade twelve.

CONSUMER ECONOMICS

This course will usually be found in the tenth grade in the business curriculum. It is designed as a basic course for all students regardless of occupational or professional interests with a primary objective to help pupils understand the economic principles that are essential for participation as a citizen and voter in resolving economic issues, for wise management of one's economic affairs, and for performance as an efficient producer in one's occupation and profession.

There is evidence of this course being offered under the titles of Consumer Problems, Consumer Education, and as part of Advanced Basic Business courses. New trends and developments indicate content specifically related to economics. Subject matter is geared to show how our economic system operates and how it affects the everyday lives of each consumer-citizen.

Among the topics developed in this course are: essential characteristics of free enterprise, functions of marketing, economic functions and services of banks, concept of risk-taking, relationship between demand and price, controlling business fluctuations and price stability, government regulation and its role with business, and consumer aids and protection.

Consumer economics is offered in the tenth grade in Cincinnati Public High Schools, and at the eleventh–twelfth grade in Hillsborough County, Tampa, Florida. Economic World is a ninth grade course in the Buffalo, New York Schools and is a recommended entrance credit for the business curriculum.

ECONOMIC GEOGRAPHY

Though economic geography is offered variously from grades ten through twelve, most schools offer it at grade ten. Though some schools offer the course for one semester, it is primarily a one-year course. In some large cities, economic geography is offered the first semester and followed with a semester course in consumer economics. The subject matter makes the two quite compatible when offered in this sequence.[47]

The content of the course will vary from an area point of view, another from a resource point of view, and another from a social point of view. All the more recent textbooks put emphasis on the social aspects of economic geography.

Very few cities include economic geography as a part of the business curriculum; social studies departments include the subject as a part of their curriculum. The course can be applied in many cities toward a major in either social studies or business education.

Content generally found in economic geography courses includes: economic development of regions of the world, effect of environment on people, and physical geography of the continents.

In Chicago High Schools, economic geography is a tenth grade subject. Boston Public Schools offer economic geography in grade eleven as an elective.

BUSINESS LAW

Business law is a course dealing primarily with the application of the legal principles and procedures to the personal business problems of the individual. It also promotes the understanding of laws regulating the total economy which affect the individual as a producer-consumer.

The course usually extends over one semester and is offered in grade eleven or twelve. Sound principles of grade placement of subject matter would almost preclude its placement below grade eleven. It is followed by a one-semester course in business principles or economics in many large cities. Statements of objectives in recent years have incorporated the academically talented as a group for whom business law could meet a very real need.

BUSINESS PRINCIPLES

Business principles is offered at grades eleven and twelve, but grade twelve seems to be the more popular. It is nearly always a one-semester course offered in combination with business law or economics. It is usually a recommended elective for business students and is especially recommended as an elective for academic level students as a prevocational course for developing an understanding of business organization and management as applied to existing businesses. The content of the course can generally be summarized under the following topics: how business is organized, owned, and managed; government role in regulating business; problems associated with beginning a small business; and careers in small business organizations.

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[47] A. S. Daughtrey, *Methods of Basic Business and Economic Education* (Cincinnati: South-Western Publishing Company, 1965), p. 642.

If the course is offered in grade twelve for the purpose of developing personal business understanding and skills, then it may be incorporated into another business course; preferably advanced basic business.

Business organization is a one-semester course offered in the tenth grade of the distributive education and office cooperative education program of Lansing, Michigan.

ECONOMICS

Recently, there has been a strong growth of interest in the teaching of economics in the high schools. In reviewing curriculum bulletins from many public school systems, there is evidence of the course in economics being taught in both the social studies curriculum and in the business education curriculum. It may be taught in separate courses in economics or in courses dealing with economic institutions and issues. How it is taught will, of course, depend on the students involved, the preparation of the teachers, the amount of time available, and other such conditions.

The report of the National Task Force on economic education, *Economic Education in the Schools,* recommends that all business education curricula include a required course in economics or its equivalent under another title, such as Problems of Democracy, Socio-Economic Problems, American Business Problems, and Advanced Basic Business.[48]

While the high school course in economics should not be focused on business operations or personal finance, a reasonable acquaintance with basic economic institutions will prove valuable for any student entering a business occupation. Business education also provides other courses for developing economic understanding. Bookkeeping, accounting, general business, consumer economics, and business law are courses in which the content can be related to simple business and economic concepts.

During the 1964–65 school year, the Ohio Council on Economic Education, in cooperation with Ohio University's Center for Economic Education, conducted a survey for the primary purpose of measuring changes that might have taken place regarding high school economics courses in Ohio. The most significant evidence of the current survey indicates large increases in economics courses offered and enrollment in these courses over the past three years. During the 1964–65 school year, 497 public high schools in Ohio offered a separate course in economics. This represented an increase of 114.2% over the 232 public high schools that offered economics during the 1961–62 school year. Social economics was found to be the more prevalent type of course offered. Out of the 492 courses taught during 1964–65, 352 courses (72%) were identified as social economics while 140 courses (28%) were identified as consumer economics. It was evident, however, that while consumer economics declined relative to social economics during the three-year period, this did not mean a reduction in either the number of consumer economics courses or the total enrollment in consumer economics in absolute terms. During 1964–65, a total of 140 consumer economics courses were taught; and a total of 6,710 students were enrolled in these courses.[49]

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[48] Report of the National Task Force on Economic Education, *Economic Education in the Schools* (September, 1961), p. 70.

[49] Robert Darcy, *A New Look at Economics Courses in Ohio Public Schools,* Ohio Council on Economic Education, Ohio University, December, 1965.

TECHNICAL BUSINESS EDUCATION SKILL SUBJECTS

High school teachers of typewriting, stenography, and office practice procedures are helping prepare students who cluster around the midpoint in learning ability. This preparation is for middle-level office and business positions where communication skills are essential.

TYPEWRITING (First Year)

We have seen that typewriting may be offered in junior high school for the student who needs a communication skill. First-year typewriting is usually offered in grade ten for the student whose objective is to prepare for office employment in stenographic, secretarial, and typewriting-clerical assignments. It is a recommended vocational skill for key-punch operators, data processing machine operators, and data typists.

Typewriting is found in nearly every high school in which a business curriculum is offered. Most business educators believe that the business student should start vocational typewriting not later than grade ten. This is logical since specialized training in transcription and production typewriting are usually offered in grade eleven.

Emphasis is placed in the vocational typewriting course in developing good techniques for production of communication skills related to office work. This course is usually a prerequisite for office practice, secretarial practice, and data processing machine operation.

Automation is having a profound effect upon the teaching of typewriting. Teachers of vocational typewriting are stressing production typewriting and are striving to develop skills of accurate number typing as well as problem solving skills in typing from rough draft, preparing copy for reproduction, developing technical vocabularies, and building good work habits.

With the growth of junior high typewriting, articulation problems are presented in some instances where pupils of various skill levels are found in vocational typewriting classes. Placement tests and grouping techniques may offer a partial solution. Most school systems require junior high typists to start over in homogeneous groups as is the case in New York and Baltimore City Schools. Los Angeles and Minneapolis students enter Typing II if they have an A or B junior high school typewriting grade.

TYPEWRITING (Second Year)

The *second year* of typewriting is used exclusively for teaching students to meet the high production requirements of the world of business. The course is sometimes called by other names: production typewriting, office typewriting, advanced typewriting, and clerical typewriting.

Some schools organize a semester of advanced typewriting to develop higher levels of accuracy and speed in typewriting straight copy as well as in planning and typing letters, tables, reports, business papers, and reproduction stencils. The second semester of the advanced typewriting course may be devoted to vocational applications through use of suitable materials geared to production standards of a modern office.

Through use of tapes, programmed instruction, and audio devices, high school typewriting laboratories of the future will aid in the teaching of mechanical skills of typewriting.[58] Tulsa, Oklahoma, has reported success in utilizing audio devices in teaching typewriting.

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[58] Agnes Shellstede, "Teaching Typing With Tapes." *Business Education World* (April ,1964)

OFFICE PRACTICE

Sometimes this course is referred to as clerical office training, clerical practice, or office machines. The term *office practice* is a more inclusive title and is found most often on programs of study at grade twelve.

The content of the course includes broad knowledge and procedures of the modern office in a changing world of business. Among the important objectives of the course are: to develop skills necessary to perform clerical, nonstenographic duties at an employable level; to develop a knowledge of common business forms and skill in handling them by hand processes or office machines and other processing devices; and to develop personal qualities and attitudes needed by successful clerical workers.

A well-developed typewriting skill is recommended for this course since the majority of clerical office jobs require typewriting activity.

OFFICE MACHINES

In the modern office many different machines are required to record, process, reproduce, store, and transmit information.

There are many office jobs that require other skills in addition to typewriting. The ability to operate at a proficiency level duplicating machines, calculators, transcribers, specialized bookkeeping machines, key-punch machines, and adding-listing machines is a desirable objective. Office procedures are not emphasized as much as in *office practice* courses, however, basic office routines are taught.

Technical typewriting is taught in office machines classes to acquaint pupils with the fundamentals of equation typing, methods of reproducing technical materials, and mathematical and scientific symbol typing. Such a unit is taught in Fremont High School, Sunnyvale, California.[51]

Classes in comptometry are practically nonexistent in high school business departments. Key-driven calculators are found, however, in office machines classes and are taught on a rotation basis. New electronic calculators have not made an entry in high school office machines classes due to high cost. Printing calculators, offset duplicating machines, copy machines, and flexowriters (tape-operated) appear in some advanced vocational high school classes.

TRANSCRIPTION

Advanced stenography classes often include transcription of shorthand notes or recorded dictation. This class meets in the regular typewriting room or preferably in the office practice room where dictation equipment and typewriters are available. In the Lansing, Michigan Schools, Transcription I and Transcription II are offered in the senior year as separate classes for pupils to transcribe shorthand notes.

The cooperative office program with a three-hour block of time can provide shorthand, typewriting, and transcription together with office procedures. This block of time can include a work-study situation for the last semester of the senior year or for at least six weeks' time. Fred Cook believes that this type of block scheduling could permit students to defer stenographic skill training until the twelfth grade. The student would receive minimal skills for a stenographic job, typewriting, shorthand, transcription; and these skills would be based upon a solid foundation of general education.[52]

The title transcription is not used in some high schools to designate the period specifically devoted to transcription. In Milwaukee High Schools, the title Stenography I–II is used; in Cincinnati, Secretarial Practice I & II; in Des Moines, Stenographic Training combines Typewriting V and Shorthand IV; in Rochester, New York, it is a part of regular shorthand in the third and fourth semesters.

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[51] Community Education Resources Council, *Technical Typing Manual*, (Santa Clara, California, 1964).

[52] Fred Cook, "Outcomes in Developing Vocational Competence in Stenographic Occupations," *NBEA Yearbook* (Washington, D. C., 1965), p. 66.

Machine transcription may be included in the secretarial sequence with the same objectives. As a separate course, machine transcription is seldom found except in large vocational-technical high schools. The time required to learn transcribing machine skills is considerably less than that required to become a competent stenographer.

SHORTHAND AND SECRETARIAL PRACTICE

The secretarial family of occupations still demands technical skills for the job in the modern office despite automation of office procedures and equipment. Shorthand is a vocational subject and continues to be a four-semester subject offered in grades eleven and twelve to students who have average or above-average ability in communication skills and typewriting. Handwritten symbol systems and machine shorthand systems are most commonly found in the high school business curriculums.

In small schools, shorthand is usually offered for two semesters only. In many medium-size schools, shorthand is offered for two semesters with an additional course of one semester given for the development of transcription skills and office procedure techniques. In most large city high schools, shorthand and secretarial practice are offered for four semesters; however, the number of pupils taking the second year of shorthand shows a significant decrease. In the state of Wyoming during 1965–66, 1,395 students were enrolled in Shorthand I, while only 230 were enrolled in Shorthand II.[53] In the 1,054 public secondary schools of Pennsylvania, there were 31,153 students enrolled during 1965 in Shorthand I and 18,977 students enrolled in Shorthand II.[54] . . . . Eyster predicts that "our traditional low-pressure, slow-tempo shorthand and typewriting courses will no longer suffice. We will provide intensive business skill courses for high level students that challenge them to get in two semesters what has been covered in four. We will step up our program or concede that business skills for the upper 50 percent will not be given in high school."[55]

Machine shorthand for verbatim reporting of rapid dictation has made its entry into some of the large city high schools throughout the United States. In-service programs for teachers of machine shorthand are being offered in many summer sessions of leading teacher training institutions.

Recent developments in audio-visual aids for the shorthand laboratory show promise for more effective teacher presentations. Among these aids are the overhead projector, tape recorder, skill builders, multiple channel dictation laboratory, and portable phonograph. New shorthand symbol systems in programmed form are also coming into existence.

A survey of fifty large city school systems concerning the use of shorthand laboratories showed that in 1965, 23 city school systems had installed laboratories for teaching shorthand. Almost all laboratories were used four semesters by students, but most were not in use the entire day.[56]

BUSINESS ENGLISH

The business English course has been changed both in content and in aims since the publication of this monograph in 1960. School officials and university admissions officers refuse to accept this course for college credit since it is taught with emphasis on functional English of the world of business with little or no literature. Consequently the business English course of today is very much a part of the business curriculum; however, it has taken on a significant new character.

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[53] R. L. Grandfield, Wyoming Department of Education, Letter dated November 22, 1965.

[54] Bureau of Statistics, Calculator, Vol. 6, No. 6, Harrisburg, Pennsylvania, February, 1965.

[55] E. Eyster, "Business Education and the Future Secondary and Post High School," *Ball State Commerce Journal* (Muncie, Indiana, February, 1965), p. 8.

[56] G. Krajicek, Summary of Shorthand Laboratory Survey (Omaha, June, 1965).

Business English, or business communications, has as its primary objective to help the student solve effectively his communication problems. This objective includes improvement of communication habits and skills in reading, writing, speaking and listening, and positive planning for effective human relations.

Grade placement of business English is most frequently at the eleventh and twelfth grade levels. Stenographic students develop an awareness that language skill is the very basis of their work. Logically, the business English course should be offered on the twelfth grade level so that the mechanics of good letter writing may be correlated with the transcription course.

Since reading has much to do with success or failure in all business education courses, new emphasis on this objective includes skim reading, word-recognition skills, technical vocabulary, comprehension, and rapid reading. In business English, the Cincinnati course of study in English III (Business) includes units in literature for the purpose of developing reading skills and the student's total reading efficiency.

A study of printed curriculums of business shows that business English is offered for one semester at Alton Senior High School, Alton, Illinois, followed by one semester of English (Speech). St. Louis, Missouri, High Schools recommend business English for all pupils in the clerical, stenographic, selling, and premanagerial sequence at the twelfth grade level.

PERSONAL TYPEWRITING

Typewriting skill represents a personal asset which has value in the personal area as well as in the vocational area. Secondary high school students elect this course primarily to develop a useful and rapid typewriting skill which can be applied in a variety of useful ways — composing skill, manuscript and report writing, orderly work habits, and a research tool.

Erickson is of the opinion that the first-year typewriting should be neither personal-use nor vocational-use, per se, but rather basic, personal, semivocational, vocational, and general education values. There is increasing evidence that students who learn to typewrite will not use such skill for its personal-use purposes to the exclusion of its vocational-use purposes or vice versa.

Many times personal typewriting is offered for one semester in grades nine through twelve followed by another personal-use subject, notetaking or business law. In Oakland Technical High School, California, typewriting-notehand is a full-year subject. In the secondary schools of North Carolina, personal typewriting is offered in grades eight and nine for one semester for one-half credit.

NOTETAKING

Notetaking is a personal-use writing system for the purpose of writing notes rapidly with sufficient legibility so that it is not necessary to transcribe the notes. The training of writers of personal-use writing systems requires that no dictation be given at all but much practice is given in summarizing lectures, printed materials, and recorded talks.

The desired outcome of a system of a brief writing for personal use is to develop skill in reading and writing the symbols or abbreviated words for the recording of the writer's summary or outline or digest of lectures and printed materials. Of course, the writer in doing research work may need to copy brief passages or quotations from a book or take the exact wording of a quotation in a lecture.

Leslie noted the hazards in systems of brief-writing for personal use as follows: "too heavy a learning burden, too long a time required for learning, symbols too abbreviated for easy reading, symbols that could be read only by heavy reliance on context because of different meanings."[67]

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[67] L. Leslie, "Outcomes in Developing General Education Values in Shorthand," *NBEA Yearbook* (Washington D. C., 1965), p. 330.

Since this personal-use writing system is geared for the student entering college, it seems logical that the senior high school, grades 10 through 12, should be the logical place for learning this new and efficient learning tool.

In New York, the adult business course in Alphabet Shorthand is studied for vocational as well as personal-use purposes; and many adults are getting jobs as a result of having learned the system.[58]

RECORDING SUBJECTS

Record keeping, bookkeeping, and accounting principles continue to be the foundation courses in the business education curriculum that provide students of various levels of ability an opportunity to understand the world of business. Economies of curriculum construction seem to make necessary a secondary school bookkeeping curriculum which provides general educational values, economic educational values, and vocational educational values in the same package.

RECORD KEEPING

Record keeping practices have changed over the past ten years due to changes in business procedures, employment patterns, government regulations, new legislation for tax purposes, and business diversification. Publishers of textbooks have kept the content of this course up to date to keep pace with these changes. The course deals with only parts or segments of the bookkeeping cycle.

A course in record keeping is usually offered to give students an understanding of the principles and procedures for planning, managing, and recording the business transactions which most individuals are exposed to in their personal and occupational life. The course is most generally offered in the tenth grade. The placement of the course at the tenth grade level provides an opportunity for students of *less-than-average* ability to elect a general clerical course rather than bookkeeping. The Policies Commission for Business and Economic Education recommends a minimum of two semesters of record keeping for less-than-average ability students.

Although a course in record keeping alone provides minimal training for certain clerical jobs involving routine activities, the prevocational values of record keeping are worthy of mention. Record keeping builds useful foundations for routine jobs in the service occupations as a delivery routeman, oil station attendant, checker in a stock room, and cashier in a super market.

Large city school systems with large numbers of disadvantaged students have scheduled record keeping as one of the subjects in the clerical program. Students have experienced success in record keeping in Cincinnati, Chicago, New York, and Rochester. Pilot programs were started in 1965 in Lansing, Michigan and North Central High School in Indianapolis.

BOOKKEEPING

The second most popular course in the business curriculum next to typewriting is still bookkeeping. Today bookkeeping has three objectives in the secondary curriculum: economic understanding, general education, and vocational education. The vocational education values still exist despite the changes in bookkeeping made by the introduction of automated bookkeeping systems in businesses. Salespeople, secretaries, and clerk-typists will continue to deal with bookkeeping activities as normal parts of their regular workloads for some time in the future.

Mautz reports about the future of bookkeeping and accounting that the theory of accounting is developing rapidly and the methodology of bookkeeping and accounting is changing in important ways. "Even small businesses find it desirable to utilize electronic data processing equipment now that increasing numbers of service bureaus, banks, and others have such equipment. Those high school teachers of bookkeeping, who keep abreast of the field and can guide their students most effectively into high school educational programs that will prepare them for the future, serve them doubly well."[59]

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[58] *Adult Education Newsletter*, Bureau of Business and Distributive Education (Albany, New York, September 30, 1964), p. 2.

If a school teaches only one year of bookkeeping, as is the case in the typical small high school, it should be offered in either the eleventh or twelfth grade. If offered in the eleventh grade, it should be followed by an office practice class or cooperative work experience in the twelfth grade. Large city high schools and technical-vocational high schools do provide what may be called a bookkeeping sequence for vocational purposes. Usually the technical training is confined to the last two years and includes machine skills besides the textbook, working papers, and practice set approach. In the Detroit Public High Schools, bookkeeping is taught in grades ten and eleven followed by office cooperative work experience. In a medium-size high school, such as Mariemont, Ohio, or North College Hill, Ohio, students may elect bookkeeping in either the eleventh or twelfth grades. This latter schedule seems to be the most popular among both small- and medium-size high schools.

ACCOUNTING PRINCIPLES

There is a tremendous and growing demand in business organizations for persons who have competency in accounting. Routine bookkeeping and accounting functions that were formerly done entirely by hand are now performed by bookkeeping machines or electronic data processing equipment. Accountants are responsible for gathering financial information, classifying it, and interpreting it for management.

Substantial changes have been noted in the curriculums of our universities offering a major in accounting. These changes have had an influence on high school bookkeeping instruction. With the upgrading of high school bookkeeping, students will be given an opportunity to study the partnership recording and corporation reporting problems as well as numerical account classification, cost accounting, manufacturing reports, financial statement analysis, budgeting and internal reporting. With the increasing application of mathematical techniques to the solution of management problems, accounting students should be urged to take as much mathematics as is available to them in the high school.

In technical high schools offering data processing sequences, punched card accounting is an integral part of the accounting course. Magnetic ink characters are used for automated sorting and posting of business papers. Conventional office machines with punched paper tape may be used to capture information, which can be printed out in journal entry form. Punched card accounting is a one-year program designed to prepare high school graduates with skills for the punched card accounting field at Dekalb Area Technical School in Clarkston, Georgia. At Courter Technical High School in Cincinnati, eleventh grade students in the data processing program elect accounting principles in order to understand the operation of unit record keeping equipment.

DATA PROCESSING

Automated data processing has influenced the curriculum in business education at the secondary level. Office automation is a fact of business life. By 1963, more than 12,000 electronic computers were in use in the United States. The number of offices with computer installations is expected to continue to grow rapidly as smaller, less expensive models come on the market. Clerical employment in offices may reach 14 million in 1975 or about 14 clerical workers for every 10 employed in 1963. What noticeable changes have taken place in the high school curriculum of our nation to meet the demand for several hundred thousand openings that are expected to occur in office employment during the remainder of the 1960's?

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[59] R. K. Mautz, President of American Accounting Association, "About the Future of Bookkeeping and Accounting," *Business Education Forum* (Washington, D. C., December, 1965), p. 12.

Although the inclusion of data processing instruction in the secondary school is relatively a new development, it appears that each year more schools are becoming involved in a total program. Data continues to be processed in the traditional business courses of typewriting, bookkeeping, secretarial practice, and office practice. However, schools without equipment (hardware) are including units in office practice classes dealing with practice material. Other schools are offering a semester course called Introduction to Data Processing. Much of the material in the latter course is provided through the National Data Processing Management Association. In other technical high schools, complete hardware ranging from key-punch machines to computers is being used to teach classes at the secondary level.

Business teachers and curriculum specialists are being bombarded from all sides to become actively engaged in teaching about data processing at the high school level. Robert E. Slaughter, in writing in the *Eastern Business Teachers Association Yearbook, Business Education for the Automated Office,* states: "It is essential that business educators realize that there is a definite place on the high school level for education and training programs in office automation, particularly in data processing and information handling, including computer applications and processes."[60] A recent report by Jennings from the State Vocational Education Department of Ohio takes another viewpoint toward data processing education at the high school level: "There has been no justification for computer courses shown by any study that will permit employment of high school graduates so trained. On this basis, Ohio has gone on record as approving only unit record training for high school students and providing electronic data processing training only in the post-high school area in technical centers and community colleges."[61] Blanford, in a speech before the Ohio Business Teachers Association in 1965, reported the progress being made in data processing at the pioneer high school in this field, Des Moines Technical High School. He stated: "Des Moines, Iowa, is a pioneer in this field and is developing a complete high school program in which there are trained card punch operators, punch card machine operators, computer programmers, and systems analysts."[62]

Programs in data processing usually begin specialization training at the eleventh grade level. A two-hour laboratory with experience provided for "hands-on" training is given in key-punch and unit record keeping equipment. Usually pupils are recommended to schedule accounting principles and data processing mathematics to complete the vocational time block. Communication skills and social studies are scheduled in addition to health and physical education courses. At the twelfth grade level, introduction to symbolic programming practices is offered with or without an actual computer in the classroom.[63]

Other large city school systems reporting complete high school data processing sequences include Cincinnati, Omaha, Memphis, Des Moines, Forbes Trail in Pittsburgh, and Dade County, Florida. (See program of studies on pages 49 and 50).

DISTRIBUTIVE SUBJECTS

The impetus to expanded programs of sales and distributive education came with the changes in federal programs provided under the Vocational Education Act of 1963. High school instruction in distributive education concerns itself with preparatory courses and preemployment courses for such occupations found in retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing business establishments. Courses included among the noncooperative and cooperative types of programs are: merchandising, salesmanship, marketing, advertising, retailing, and Distributive Education Cooperative Experience.

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[60] Robert Slaughter, "Education Helps Make Automation Possible," *EBTA Yearbook* (New York, 1964), Vol. 37, p. 164.

[61] William E. Jennings, "Business and Office Education in Ohio," *NBEA Quarterly* (Washington, D. C., Winter, 1965–66), p. 48.

[62] James Blanford, "Business Education and Data Processing," *FBE Bulletin*, No. 46 (New York, January, 1966), p. 52.

[63] Electronic Data Processing Peripheral Equipment Occupations Suggested Curricula, U. S. Department of Health, Education, and Welfare (Washington, D. C., 1964).

The distributive education sequence should be designed to provide broad training related to distributive occupations — those followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods and services. The selected subject matter of principles and practices should be carefully organized for a planned sequence. Prevocational courses in typewriting, record keeping, general business, and consumer economics are recommended.

SALESMANSHIP

The most common subject offered in the distributive education program is salesmanship. It is generally offered in grade eleven. The course content includes principles of selling — the approach, demonstration, meeting objections, and closing the sale. Advertising and display together with product analysis may also be included.

Many large school systems with the aid of Sales and Marketing Executives, International, help students to meet career objectives in salesmanship. Product demonstration and sales techniques are given to students by this community organization. Recent developments in programmed learning have provided individualized instruction in company organization, technical terms, completing forms, creative merchandising, and managerial development.

Des Moines Technical High School offers a comprehensive program in distributive education beginning in grade ten — Introduction to Merchandising, grade eleven — salesmanship/advertising and display, and in grade twelve — product analysis and business management.

The title salesmanship is found more frequently on printed programs of studies than other titles such as: principles of selling, general selling, and sales. See page 51.

HIGH SCHOOL BUSINESS DATA PROCESSING PROGRAMS

DES MOINES PUBLIC SCHOOLS

COMPUTER PROGRAMMER

Because of the complexity of the study in this six-semester program, only students who have maintained a grade average of two and pass the qualifying examination will be eligible to enroll. They must have had algebra one and two. The one year science requirement must either be met in ninth grade, summer school, or as an elective during high school.

Computer Programmer		**Credit**
10B	English 3	½
	Social Science 3	½
	Computer Programmer 1	1
	Accounting 1	
	Business Organization	
	Electro Mechanical Machines and Typing	
	Elective	½
10A	English 4	½
	Social Science 4	½
	Computer Programmer 2	1
	Basic Computing Machines	
	Accounting 2	
	Electro Mechanical Machines (Continued)	
	Elective	½
11B	English 5	½
	Social Science 5	½
	Computer Programmer 3	1
	System Development and Design 1	
	Computer Programming 1	
	Elective	½
11A	English 6	½
	Social Science 6	½
	Computer Programmer 4	1
	System Development and Design 2	
	Computer Programming 2	
	*Human Relations	
	Elective	½
12B	Social Science 7	½
	Computer Programmer 5	1
	Management Accounting	
	Advanced Computing and Programming Systems	
	Communication Skills	
	Elective	1
12A	Social Science 8	½
	Computer Programmer 6	1
	Business Simulation	
	Elective	1

*Can be taken as general elective

FROM STATE PLAN FOR BUSINESS AND OFFICE EDUCATION (Non-Coop)
STATE OF OHIO — 1965–66
DATA PROCESSING[*]

Sample combinations of classes from the Type VI BOE group might read:

STENOGRAPHER	
11th Grade	**12th Grade**
Law/Economics	Bus. English
Typing (2-per.)	Sec. Practice (2-per.)
Shorthand (2-per.)	Shorthand (2-per.)
Bookkeeping	Bus. Org./Management

ACCOUNT CLERK	
11th Grade	**12th Grade**
Law/Economics	Bus. English
Typing (2-per.)	Office Practice (2-per.)
Bookkeeping (2-per.)	Bookkeeping (2-per.)
Office Machines	Bus. Org./Management

GENERAL CLERICAL	
11th Grade	**12th Grade**
Law/Economics	Bus. English
Typing (2-per.)	Clerical Practice (2-per.)
Bookkeeping	Bookkeeping
Office Machines (2-per.)	Bus. Org./Management
	Office Machines

BUSINESS DATA PROCESSOR[*]	
11th Grade	**12th Grade**
Law/Economics	Bus. Org./Management
Bus. English	Reports/Communication
DP Math	DP Lab (3-per.)
DP Lab (2-per.)	Office Practice
Bookkeeping	

This is just a suggested combination. Local demands will identify the needs of the employers and indicate courses that fit the occupation for which the educational program is designed under Plans IV, V, or VI. The flexibility indicated in this criteria will make it possible to match job demands with number of hours, types of students enrolled, and advisory committee suggestions. New courses will probably be developed as this process gains momentum and will change the outcome of curriculum planning. A testing program will be developed to identify which of the above types of plans fit different occupations and students.

STUDENTS:

Any student must elect to enter a Business and Office Education Program. By tests, parental follow-up, guidance, and counseling, along with a signed student career objective form, the local school will identify enrollees to enter one of the following career objectives: (Dictionary of Occupational Titles will be assigned to each curriculum)

"7.23-1

1. Stenographic, Typing, Filing, and Related Occupations
2. Computing and Accounting Occupations
3. Material and Production Recording Occupations
4. Information and Message Distribution Occupations
5. Accounting, Auditing, Budget, and Management Analysis Occupations
6. Personnel and Training Administration Occupations
7. Administrative Specialization Occupations
8. Miscellaneous Clerical Occupations
9. Supervisor, Office Positions Occupations
10. Management, Office Facilitation Functions
11. Data Processing Occupations
12. Others in Office Occupations not classified above."

Note that some of these will not lend themselves to high school level education, but will be offered in the post-high school field; for instance, #5, 6, 7, 9, and 10. Others will be offered at all levels.

CINCINNATI PUBLIC SCHOOLS
PROGRAM OF STUDIES FOR DATA PROCESSING
GRADES 10–12

SUBJECT AREA	Grade 10	Grade 11	Grade 12	
Accounting	Typewriting Notetaking		Accounting Principles	Business Law Business Principles
Clerical-Data Processing		Data Processing I	Data Processing II	
Distributive-Selling				
Secretarial			Shorthand & Machine Shorthand	

St. Louis, Missouri

REIMBURSABLE DISTRIBUTIVE COURSES

1965-66

Terms 3 & 4

Education for Employment

2 semesters — 1 credit each semester

This course is remedial in nature and intended to insure that distributive students have the necessary skills in reading, arithmetic, spelling, and grammar to function gainfully in their jobs during cooperative work experience and after graduation.

Some units will also be devoted to social skills in which good grooming and business behavior will be stressed.

To make the course more meaningful, all applications will be related to business problems.

This course should precede such business disciplines as Retail Merchandising, Salesmanship, and Distributive Education.

Term 5	Term 6
Retail Merchandising	Salesmanship

The above courses are termed preparatory with the idea that students completing this year will have a background for future business studies or for employment in business after graduation. 1 credit each semester.

Term 7	Term 8
Marketing	Management
Distributive Education I Cooperative Work Program I	Distributive Education II Cooperative Work Program II

The Marketing and Management courses give further business education for those students who will be studying business in college or who will be seeking immediate employment after graduation. Combined with Retail Merchandising and Salesmanship, this qualifies as a two year one-period-a-day program. 1 credit each semester.

The Distributive Education course is a practical approach to business training which combines a daily class for two semesters with on-the-job training. Students attend school in the morning and are placed on a job in the afternoon. Combined with Retail Merchandising and Salesmanship, this qualifies as a two year program.

1 credit each semester for class

1 credit each semester for work experience

Note: While it is recommended, it is not mandatory that Retail Merchandising and Salesmanship precede Distributive Education or Marketing and Management.

COOPERATIVE BUSINESS EDUCATION

Through the cooperation of school and business organizations in the community, a part-time office and store employment is offered in the twelfth grade as a method of instruction under the supervision of a coordinator and business employer. Senior high school students who are majoring in business office education and distributive education are given an opportunity to acquire experience on the job as a part of their high school work. By attending school in the morning and working in a business office or store in the afternoon and on weekends, the student can apply basic concepts and skills in practical situations.

Credit allotments for work experience vary from no credit to as many as two credits in various schools. In the state of Florida, Barkley reports that cooperative business education students may earn one credit for the related study class and one credit for on-the-job work experience. Each student works for no less than 450 hours of regularly scheduled employment in a job which is approved by the school. In addition, during the school year 1965-66, the student must devote a minimum of one class period daily to related vocational office education.[64] In Cincinnati Public Schools, where cooperative office education started as early as 1906, students may participate in a ten-week cooperative work experience plan in office education. Credit is given only for the in-school phase of the Cincinnati operation where a three-hour block of time is devoted to cooperative office seminar and related communication skills and economic concepts.

High school instruction in distributive education concerns itself with preparatory courses and pre-employment courses in retailing, salesmanship, business economics, advertising, display, and business organization. The age and maturity of high school pupils enrolled in cooperative distributive education (16 to 18 years) dictates the placement of the majority of them in entry positions in retail stores.[65] Some placements are made in service establishments such as laundries, oil stations, credit offices, banks, and employment agencies. Some placements are made in wholesale businesses and direct selling. However, the selling of such intangibles as insurance, investments, transportation, and travel information is better handled by more mature students in junior college distributive education programs.

Courses and curriculums in cooperative programs of business education include subject matter and practical experience needed in the enrollee's career objective as related to the occupational requirement listed in the *Dictionary of Occupational Titles.*[66] A complete list of occupational descriptions in the data processing field may be found in the recent publication titled "Occupations in Electronic Computing Systems," July, 1965, U. S. Department of Labor.

The passage of the Vocational Education Act of 1963 makes possible utilization of federal aid to assist in the development of business office education and distributive education programs. These programs require certain specific procedures outlined in State Plans. Local school districts usually apply for reimbursement for federal aid by preparing special survey and application forms detailing the need, nature, and organization of the project. The state business education supervisory staff reviews each request and recommends appropriate action.

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[64] Joseph Barkley, "Vocational Business Education in Florida," *NBEA Quarterly* (Washington, D. C., Winter, 1965-66), p. 26.

[65] Ralph Mason, "Distributive Education Program," *EBTA Yearbook*, Vol. 37 (New York, 1964), p. 173.

[66] *Dictionary of Occupational Titles* (3d ed.; Washington, D. C., 1965).

ST. LOUIS, MISSOURI
SECONDARY SCHOOL
COOP BUSINESS EDUCATION OFFERINGS
1965–1966

First Year	Second Year	Third Year	Fourth Year
SECRETARIAL PRACTICE (Track I and II) — Bookkeeping Elective			
	Typewriting	Typewriting Shorthand Vocational Business Education double period	Secretarial Practice — double period (Shorthand, Transcription & Machines) Business Law Office Co-op
GENERAL CLERICAL (Track I, II, III)			
Basic Business	Typewriting *Business Practice (Track III ONLY) double period	Bookkeeping Typewriting *Basic Practice (Track III ONLY) double period	Office Practice — double period Business Law Retail Survey Office Co-op
BOOKKEEPING (Track I and II)			
Basic Business	Typewriting	Typewriting Bookkeeping	Bookkeeping Business Law Retail Survey Office Practice — double period Office Co-op
DISTRIBUTIVE EDUCATION (Track I, II, III)			
Basic Business		Typewriting Bookkeeping Retail Merchandising Salesmanship	Distributive Education Work Experience

Business Law and Retail Survey are each one semester.

Notehand is offered to college preparatory students, who are not taking shorthand, for one semester in term 7 or 8.

*Business Practice (Track III ONLY) should include one period of typewriting. Terminal Education students should be assigned to these typing classes.

Typewriting — one-half credit, Office Practice — one credit, Secretarial Practice — one and one-half credits.

OTHER BUSINESS EDUCATION SUBJECTS

Several other subjects, often taught by the business teacher in the secondary school, are listed here but without a detailed description due to the irregularity or infrequent listing in curriculums of business education. Among these subjects are: filing, penmanship, business exploratory, job relations, advertising, comptometry, dictating machines, and switchboard operation. Some of these courses are usually incorporated as units in office practice or office procedures. There has been a proliferation of courses in business education for the basic business area. Recent recommendations have indicated a merging of basic business and economic principles courses into a broad title called Basic Business and Advanced Basic Business. In the field of typewriting, lengthy sequences of the past included Typewriting I, II, III, IV, Applied Typewriting, Production Typewriting, Office Typewriting, Statistical Typewriting, and Personal Typewriting. There is a trend to include typewriting as part of the general education program, and at the same time as technical-vocational training, as long as attention is focused on elementary typewriting. Advanced typewriting has been included in office practice typewriting and has eliminated many titles formerly used for identifying vocational typewriting for a higher level of skill performance.

Recent emphasis on providing business education for all learners has provided new titles for courses geared to the low-ability level student. In Washington, D.C., this course is titled Business Information-Consumer; in Cincinnati, it is called Clerical Services; in Chicago, Clerical Office Procedures; in Salt Lake City, Employment Preparation; in St. Louis, it is a double period subject called Business Practice.

PROGRAM OF STUDY FOR DISADVANTAGED

Cincinnati Public Schools

Program of Studies in Senior High Schools

Grades 10–12

CLERICAL SERVICES					
Grade 10	Per.	Grade 11	Per.	Grade 12	Per.
English II (Basic)	1	English III (Basic)	1	English IV (Basic)	1
Regional Geography	1	American History	1	Economic Relations	1
Math II (Basic)	1	Math II (Basic)	1	Consumer Math	1
Bio Science (Basic)	1	Physical Science (Basic)	1	Elective	1
Clerical Services I	2	Clerical Services II	2	Clerical Services III	2

Electives: Reading Improvement, Art, Music, Speech, Home Economics, Homemaking, and Speech.

CHICAGO PUBLIC SCHOOLS
1965–66
BUSINESS EDUCATION FOR THE DISADVANTAGED

				Units
(1) English	Social Studies	Mathematics (Bus. Arithmetic)	Basic Business	4
(2) English	Social Studies	Mathematics	Typewriting I	4
(3) English	Social Studies	Salesmanship (7 periods per week)	Clerical Office Procedures I (double period) Clerical Office Procedures Typewriting II	5
(4) English	Science	Non-Coop. Dist. Ed. or Non-Coop. Office Education	Clerical Office Procedures II (double period) Office Practice and Clerical Bookkeeping or Machine Calculation	4½

PART VII

PROGRAMS IN BUSINESS EDUCATION IN ADULT DAY AND EVENING HIGH SCHOOLS

Present circumstances indicate that vocational-technical programs in business education for adults will help provide training adequate enough to fit the labor force for the available jobs in offices and service industries. Several forces are at work in our society that will increase the continuing phase of business education for adults. The first of these forces is the present emphasis on general education in the high school which will cause the postponement of specialization training in business education for the academic-level youngster as well as for the below-average student. Another factor that will tend to emphasize adult business education is the extension of initial employment entry to at least voting age (21). This development is due to the great competition for jobs caused by automation in the office which has eliminated some positions and upgraded others. While 558,000 teen-agers found initial jobs in the labor force in 1965, part of the training of this group was completed in adult business education classes for jobs they could properly fill.

It is a virtual certainty that legislation for continuance of Manpower Development Training programs will be continued into the seventies, and the Vocational Education Act will also provide encouragement to school districts to offer vocational business education courses for adults.

The curriculum in adult business education is almost identical with the high school program of studies. These course are available to persons who have left high school and are currently employed or reasonably sure of securing work in an office occupation. Classes meet during the day or evening at a time convenient for class members. At the present time this is the largest adult vocational program offered in many states.

In large cities the evening high school offers the entire regular business program of studies of the day school. Many of the day school teachers remain to teach the evening and late afternoon classes. Some small high schools offer only selected subjects from the business curriculum usually for reasons of personal use.

Programs of studies issued by the continuing education departments of evening high schools indicate the following subjects from the business curriculum:[67]

1. Typewriting
   Typewriting Review
2. Shorthand, Beginning
   Shorthand, Intermediate
   Shorthand, Advanced
   Shorthand, Refresher
3. Bookkeeping I
   Accounting I (Basic)
   Accounting, Advanced
   Small Business Bookkeeping
4. Office Machines
5. Business Arithmetic
6. General Business
7. Business English
8. Investments
9. Salesmanship
10. Introduction to Data Processing
11. Key Punch
12. Introduction to Computer Programming
13. Advanced Data Processing
14. Income Tax Preparation
15. Shorthand, Personal
    Shorthand, Briefhand
    Shorthand, Forkner
    Shorthand, Speedwriting
16. Personality Development
17. Stenograph Machines
18. Economics
19. Business Organization
20. Business Law
21. Introduction to Credit Unions
22. Comptometry
23. Consumer Economics
24. Business Psychology

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[67] Printed Schedules of Program of Studies of Evening High Schools in Cleveland, Ohio; Cincinnati, Ohio; Seattle, Washington; Des Moines, Iowa; and St. Louis, Missouri.

AREA VOCATIONAL-TECHNICAL SCHOOL
MARIETTA, GEORGIA

TWO YEAR PROGRAM **COURSES OF STUDY** **DAY SESSIONS**

FIRST YEAR

	Class Rm.	(Per Week)	
TRIMESTER ONE	Hours	Lab	Total
Accounting I	5	5	10
Communications Skills I	5		5
Data Processing Math I	5		5
Unit Record Equipment I	5	5	10
	20	10	30
TRIMESTER TWO			
Accounting II	5	5	10
Communications Skills II	5		5
Data Processing Math II	5		5
Unit Record Equipment II	5	5	10
	20	10	30
TRIMESTER THREE			
Managerial Accounting	5	5	10
Data Processing For Business	5	5	10
Logic	5		5
Business Organization & Management	5		5
	20	10	30

SECOND YEAR

	Class Rm. Hours	Lab	Total
TRIMESTER ONE			
Cost Accounting	5	5	10
Computer Programming I	5	5	10
Basic Computer Systems	5	3	8
Economics	2		2
	17	13	30
TRIMESTER TWO			
Communications Skills III	5		5
Computer Programming II	3	7	10
Data Processing Applications	2	10	12
Business Statistics	3		3
	13	17	30
TRIMESTER THREE			
Business Systems Design & Development	2	3	5
Advanced Computer Programming Systems	2	8	10
Business Psychology	3		3
Data Processing Field Project		12	12
	7	23	30

THE EVENING PROGRAM REQUIRES TWO TRIMESTERS OF STUDY FOR EVERY TRIMESTER TAKEN IN THE DAY PROGRAM

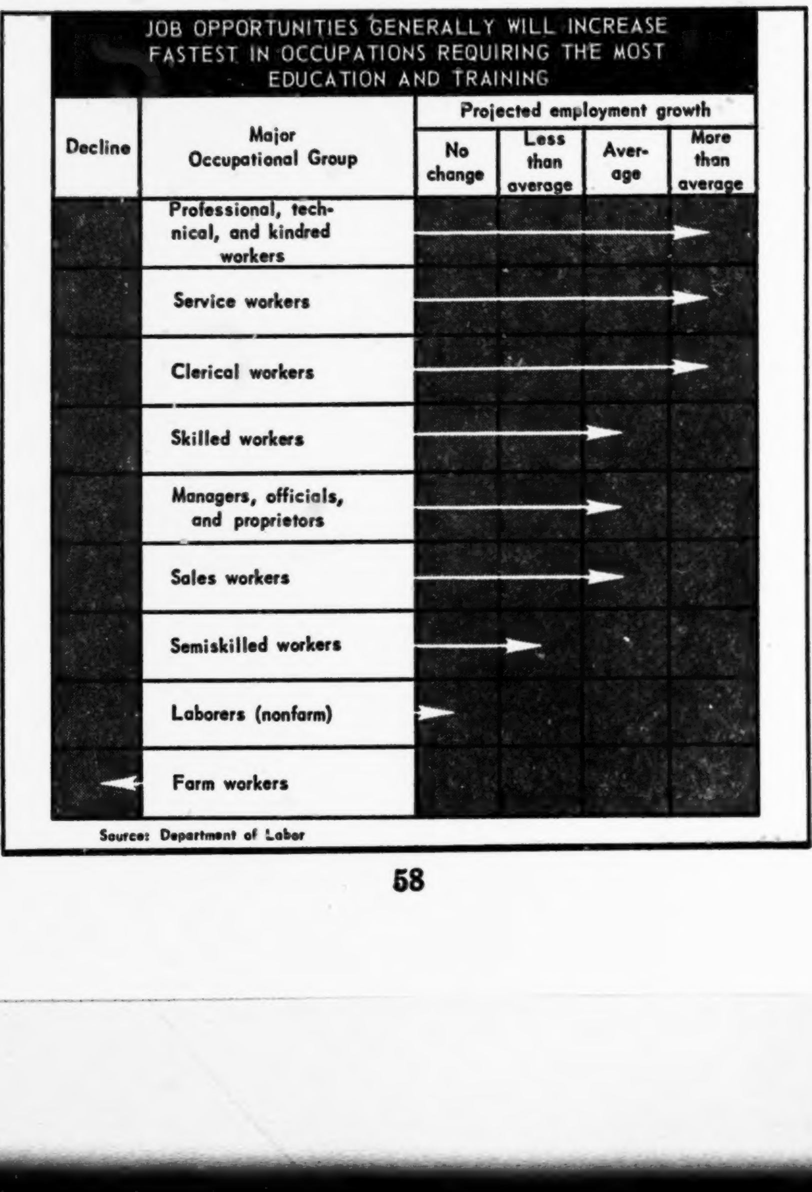
PART VIII

EMPLOYMENT OUTLOOK — CURRICULUM IMPLICATIONS

White-collar workers outnumbered blue-collar workers for the first time in 1956. Over the next decade, 1965–75, expectations are for continuation of more rapid growth in white-collar occupations, slower growth in blue-collar occupations, faster-than-average growth among service workers, and a further decline among farm workers.

The greater growth expectation for white-collar jobs reflects the continued expansion anticipated for the service-producing industries that employ a high proportion of white-collar workers; the growing demand for personnel capable of performing research and applying scientific findings in industry; the increasing needs for educational and health services; and a continuing growth in the amount of paperwork necessary in all types of enterprises. Business education programs at the secondary high school level will have to provide many of the clerical workers necessary to process the paperwork in all types of offices. Service industries will require workers with prevocational skills and vocational skills necessary for initial entry jobs.

Articulation between the secondary school program and continuing education at the post-high school level will be mandatory to keep programs of studies geared to the appropriate skill level demanded by the business community. Flexibility and adaptability to change will be the order of the day since many business office workers will have to be upgraded, retrained, and retreaded for the changing business office and automated service industries.



Source: Department of Labor

Many states are taking seriously the position that vocational preparation for all students, both youth and adults, is a *must*. In the state of Ohio, H.B. 950 in the current assembly requires that all high schools must offer vocational programs, contract for vocational programs, or become a part of a joint vocational district by 1967. This same bill requires that each local board of education prepare a dropout student for work or arrange for him to take some kind of vocational program before he applies for work on the labor market. This type of legislation will place responsibility for curriculum decisions at the local school level to keep programs of studies up to date in order to meet the job demands of offices and service establishments.

The job-opportunities projection from the Department of Labor on page 59 shows the occupational groups of clerical workers, sales workers, and service workers growing more than average for the next decade. However, job opportunities generally will increase fastest in occupations requiring the most education and training.

PART IX

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